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ABSTRACT

Information generated from a survey of member schools of the National Association of Independent Schools (NAIS) conducted in the fall of 1990 is summarized in this report. The total number of schools in all member categories is 991. Data on enrollment, staffing, people of color, and financial aid for the 1990-91 school year and on admissions and financial operations for 1989-90 are included. Aggregate data are reported according to classifications of school type, size, and geographic region. Trends suggested by the data are analyzed and a new section on admission activity and treatment of financial aid, tuition remission, and no-need awards id s provided. Enrollment information on 34 Canadian member schools, definitions, and report highlights are also presented. Thirty-six tables are included. (LMI)

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NAIS STATISTICS

1990-1991

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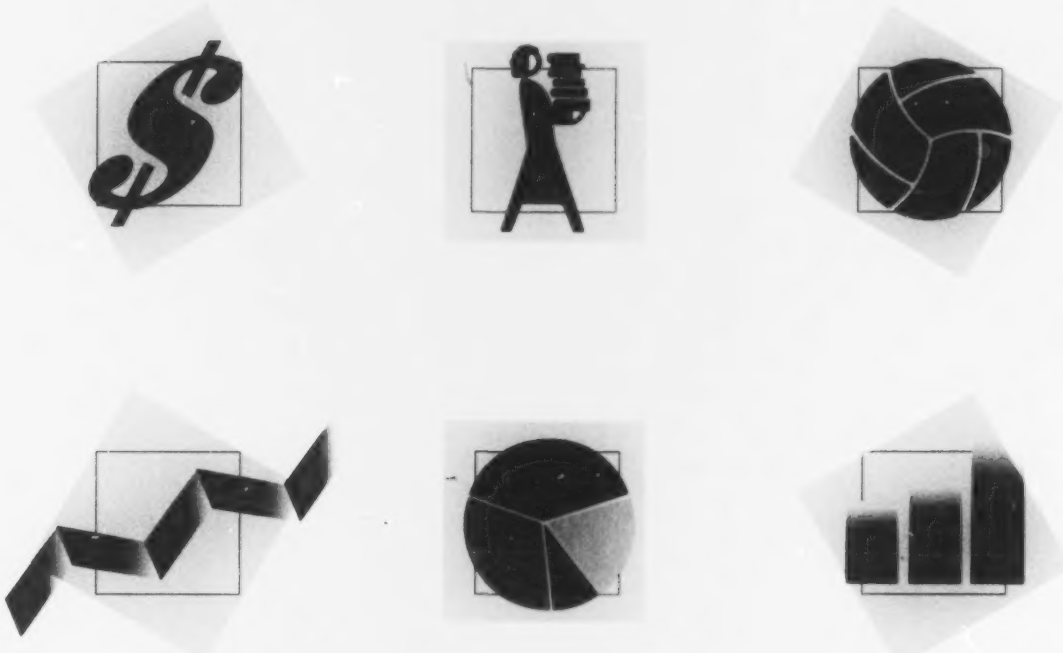

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NAIS reminds member schools that customized statistical reports on small groups of selected schools are available through the NAIS Department of Research and Information Services. Special reports permit schools to compare themselves with schools of their own choosing on any dimension of collected data. Special reports enhance the usefulness of specifically selected, nonaggregated information in institutional policy making.

The reports are based on data collected during the biannual NAIS surveys of member schools and may include the following data sets: tuitions, teacher salaries, administrator salaries, enrollments, financial operations, financial aid, annual giving, admission activity, and any other information contained in the publications.

A member school may order any number of data sets for inclusion in its customized special report. Fees are based primarily on the type of data requested, the number of schools in the sample, and the amount of staff time involved in completing the report. Each year of data constitutes a separate data set. Sample sizes range from five to thirty schools. Extraordinary requests are handled on an individual basis when possible. A 25 percent discount is given for requests involving more than one data set.

For further details or to order a special report, contact the NAIS Department of Research and Information Services, 75 Federal Street, Boston MA 02110; (617) 451-2444; fax (617) 482-3913.

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INTRODUCTION

This report summarizes information provided by NAIS member schools surveyed in the fall of 1990. It includes enrollment, staffing, people of color, and financial aid data for the 1990-91 school year and admission and financial operations data for 1989-90.[1] The report was prepared by Matthew Chiccuarelli, manager of data operations. H. Peter Aitken, director of research and information services, also contributed to the report. NAIS also surveys member schools each spring to obtain data on tuitions and salaries. Results are reported each fall in a separate publication.

The report describes the human and fiscal characteristics of NAIS schools for the most recently available school years. Data are reported in an aggregate manner according to common classifications of school type, school size, and geographic region. The report discusses and analyzes trends for various topics. The base year for analysis has been set at 1981-82. Other trend years are 1986-87 and 1988-89 through 1989-90. The report also includes a new section on admission activity and a new treatment of financial aid, tuition remission, and no-need awards.

Report uses are many. For example, the data in this publication allow heads and admission officers to note enrollment trends in various grades or school types. In aggregate terms, this report allows heads to note the breakdown of personnel and the representation of people of color in the membership. For business managers, as well as heads, the report reveals significant budgetary data and income/expense trends in the membership. Admission and financial aid officers may find the revised financial aid section most useful for its improved analysis of need-based financial aid, tuition remission, and no-need awards.

Customized Special Reports

Whereas this publication describes the membership in broad statistical terms, customized special reports, produced separately by NAIS, permit schools to compare themselves with other schools of their own choosing on any dimension of collected data.

Special reports enhance the usefulness of nonaggregated, locally relevant information in institutional policy making. Customized special reports can be ordered through the NAIS Department of Research and Information Services.

Additional Copies

Copies of *NAIS Statistics 1990-91, Volume 2* are available from the Order Department, NAIS, 75 Federal Street, Boston, MA 02110, as follows: NAIS member, $10.00 per copy (20 percent discount on five or more copies); others, $50.00 per copy plus postage.

DEFINITION OF TERMS

SCHOOL TYPES

Boarding schools	Schools enrolling *95 percent or more* boarding students
Boarding-day schools	Schools enrolling *between 50 and 94 percent* boarding students, with the balance day
Day schools	Schools enrolling *95 percent or more* day students
Day-boarding schools	Schools enrolling *between 51 and 94 percent* day students, with the balance boarding
Elementary schools	Schools with students in any grades PS-9 (including PS-6, K-9, 6-9), but none in grades 10-PG
Elementary-secondary schools	Schools with students in any grades PS-6 and any grades 10-PG (including K-12, 5-12, 1-10)
Secondary schools	Schools with students in any grades 10-PG (including 7-12, 9-12, 7-PG), but none in grades PS-6

GEOGRAPHIC AREAS

East	New Jersey, New York
Middle Atlantic	Delaware, District of Columbia, Maryland, Pennsylvania, Virginia
Midwest	Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, Wisconsin
New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Southeast	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee
Southwest	Arizona, Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, Texas
West	Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming
U.S. Territories	Guam, Puerto Rico, U.S. Virgin Islands

HIGHLIGHTS

Membership

- Membership of schools in both the Southwest and West has increased by 25 percent since 1981-82.

Enrollment

- Enrollment in a stable group or "core sample" of member schools increased by 0.7 percent over the past year, the same as the 1988-89 to 1989-90 change.

- Enrollment in active member schools (including new schools services) increased by 2.3 percent over the past year, which is nearly twice the yearly average increase during the nine-year period, 1981-82 to 1990-91.

- In 1990-91 one of every forty students enrolled in member schools in the United States was an international student.

Admission Activity

- On average, one of every three inquiries to admission offices results in a completed application; three offers of admission are extended for every five applications; and two of every three acceptances result in the enrollment of a new student.

Staff

- After slightly exceeding male administrators last year for the first time, the number of female administrators exceeds male administrators by over 250 in 1990-91.

People of Color

- Students of color represent 13.4 percent of total enrollment in member schools. Their representation has grown from 9.1 percent in 1981-82.

- Students of color, as a proportion of total enrollment, are growing twice as fast in grades 9-PG as in grades PS-4.

Financial Aid

- A new look at financial aid includes statistics on need-based financial aid, tuition remission, and no-need awards. Total amount awarded or granted exceeded $300 million in 1990-91.

Financial Operations

- The average cost per student ($9,426) increased by 8.1 percent from 1988-89 to 1989-90. The combined budgets of 831 member schools totaled $3.24 billion.

Annual Giving/Endowment

- Total annual giving in 825 reporting schools exceeded $250 million in 1989-90. Total endowment reported in 722 schools surpassed $4 billion.

MEMBERSHIP

Member schools are classified into three categories of membership status:[2]

- Active members are schools in existence over five years located in the United States or U.S. Territories.
- Subscribers to new school services are schools in existence less than five years, usually located in the United States.
- Affiliate members are schools in existence over five years located outside the United States.

The total number of schools in all membership categories (active, affiliate, and new school services) increased by 7, from 984 to 991, between 1989-90 and 1990-91. Table 1 presents a breakdown of schools by membership category as of September 30, 1990.

Table 1. Schools by Membership Status, 1990-91
(as of September 30, 1990)

Status/School Type	Number of Schools	Enrollment
Active Members		
Boarding	47	9,997
Boarding-day	119	30,656
Day	647	288,917
Day-boarding	82	37,819
	895	367,389
New School Services		
Boarding	0	0
Boarding-day	2	145
Day	7	1,751
Day-boarding	0	0
	9	1,896
Affiliate Members		
Boarding	1	247
Boarding-day	13	4,854
Day	56	51,025
Day-boarding	17	11,516
	87	67,642
ALL SCHOOLS	**991**	**436,927**

Table 2 shows changes in the number of member schools (active and new school services) by school type, size, geographic region, and membership status, for one, two, four, and nine-year periods since 1989-90, 1988-89, 1986-87, and 1981-82, respectively.

The number of member schools has increased by nearly 1 percent since 1989-90; by 2.7 percent since 1986-87; and by 7.6 percent since 1981-82. Nationally, the numbers of elementary, elementary/secondary, and coeducational schools have all increased by more than 10 percent since 1981-82. Single-sex, boarding-day, and secondary schools declined in number during both the four-year period from 1986-87 to 1990-91 and the nine-year period from 1981-82 to 1990-91. The number of schools in New England and in the Middle Atlantic region grew by a little over 11 percent, and member schools in the West and Southwest increased by approximately 25 percent in the nine-year period from 1981-82 to 1990-91.

Table 2. Number of Member Schools, 1981-82, 1986-87, and 1988-89 to 1990-91
(active members and new school services)

	1981-82	1986-87	1988-89	1989-90	1990-91
School Type					
Boarding	46	43	43	44	47
Boarding-day	129	132	134	130	121
Day	584	634	639	644	654
Day-boarding	81	71	77	78	82
Girls'	111	111	108	104	103
Boys'	98	97	92	88	87
Coed	631	672	693	704	714
Elementary	203	223	233	231	236
Elem/secondary	364	373	389	403	412
Secondary	273	284	271	262	256
School Size					
Under 201 students	—	—	237	231	240
201-300	—	—	183	188	174
301-500	—	—	231	235	249
501-700	—	—	119	114	109
Over 700	—	—	123	128	132
Region					
East	146	141	137	135	135
Middle Atlantic	156	162	169	171	174
Midwest	100	101	100	103	104
New England	169	185	191	189	188
Southeast	110	117	115	111	113
Southwest	56	64	67	71	70
West	93	106	110	112	116
Territories	10	4	4	4	4
School Status					
Active schools	822	860	881	884	895
New school services	18	20	12	12	9
ALL SCHOOLS	**840**	**880**	**893**	**896**	**904**

ENROLLMENT

Figure 1 below shows the change in enrollment by school type since 1981-82. Coeducational school enrollment increased by 18.7 percent since 1981-82, while single-sex school enrollment decreased by 13.5 percent. Boys' and girls' school enrollments dropped 20.1 percent and 7.5 percent, respectively, during the same period. Day schools, elementary schools, and elementary/secondary schools also showed increases in enrollment since 1981-82.

Table 3 on the next page shows enrollment in member (active and new school services) schools by school type, size, geographic region, student gender, and school membership status for selected years since 1981-82. Enrollment changes during the period covered by the table result both from changes in enrollment at continuing member schools and from changes in the number of member schools due to new additions, school closures, mergers with other schools, or institutional transitions to coeducation. Nationally, total enrollment in member schools, including the additional enrollment in new member schools, has increased by 2.3 percent since 1989-90, by 5 percent since 1986-87, and by 11.1 percent since 1981-82. For the nine-year period since 1981-82, increases have been greatest for elementary schools (27.0%), coeducational schools (18.7%), day schools (16.6%), and elementary/secondary schools (14.5%). On a regional basis, the greatest enrollment gains have been recorded in the Middle Atlantic region, Southeast, West, and Southwest, for both the four-year period since 1986-87 and the nine-year period since 1981-82. The East has shown enrollment declines over both these periods. Although enrollment in New England is up by more than 8 percent over the nine-year period since 1981-82, it has declined by nearly 2 percent since 1986-87. The number of girls enrolled in member schools has grown faster than the number of boys over both the nine-year period since 1981-82 and the four-year period since 1986-87. The ratio of boys to girls has decreased from 115:100 in 1981-82 to108:100 in 1990-91.

The trends outlined here do not necessarily hold for very small groups of schools. Member schools may wish to request specialized analyses of enrollment patterns in selected groups of schools through the custom report service of the Research and Information Services Department at NAIS.

Figure 1. Enrollment Percentage Change by School Type, 1981-82 to 1990-91

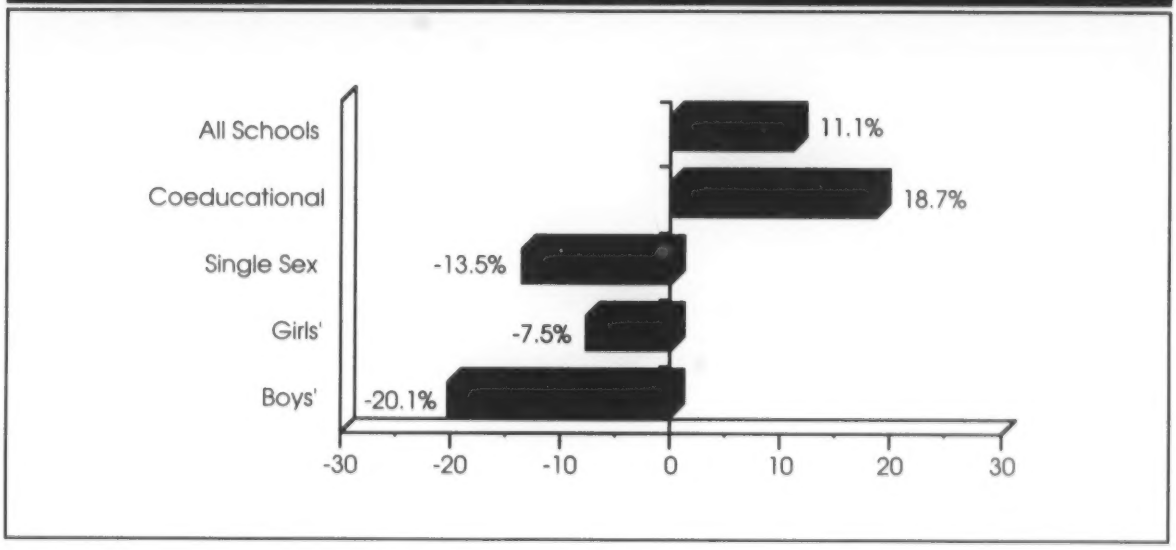

Table 3. Enrollment in Member Schools, 1981-82, 1986-87, and 1988-89 to 1990-91
(active members and new school services)

	1981-82	1986-87	1988-89	1989-90	1990-91
School Type					
Boarding	10,166	8,792	7,729	9,266	9,997
Boarding-day	33,077	35,139	34,278	32,975	30,801
Day	250,319	275,257	278,927	284,822	290,668
Day-boarding	38,730	32,615	34,111	34,056	37,819
Girls'	40,917	40,855	38,864	38,133	37,866
Boys'	37,083	36,349	32,378	32,024	29,630
Coed	254,292	274,599	283,803	290,962	301,789
Elementary	49,977	55,834	59,338	60,499	63,475
Elem/secondary	199,872	209,427	218,488	224,525	228,917
Secondary	82,443	86,542	77,219	76,095	76,893
School Size					
Under 201 students	—	—	31,309	30,848	32,478
201-300	—	—	45,149	46,285	42,680
301-500	—	—	90,727	93,202	98,724
501-700	—	—	69,408	67,328	64,374
Over 700	—	—	118,452	123,456	131,029
Region					
East	53,694	53,714	52,454	52,227	52,401
Middle Atlantic	59,708	62,473	65,400	67,107	68,311
Midwest	40,508	42,923	41,412	42,778	43,694
New England	52,071	57,510	58,322	57,557	56,415
Southeast	54,725	60,027	59,594	60,218	63,193
Southwest	26,445	29,215	30,169	31,550	31,729
West	40,784	44,105	45,585	47,367	51,149
Territories	4,357	1,836	2,109	2,315	2,393
Student Type					
Girls	154,568	166,659	169,470	172,471	177,937
Boys	177,724	185,144	185,575	188,648	191,348
Boarding	43,890	43,504	41,532	41,696	41,738
Day	288,402	308,299	313,513	319,423	327,547
School Status					
Active schools	329,534	347,831	352,651	358,568	367,389
New school services	2,758	3,972	2,394	2,551	1,896
ALL SCHOOLS	**332,292**	**351,803**	**355,045**	**361,119**	**369,285**
Average Enrollment	396	400	398	403	409
Median Enrollment	321	318	318	320	321

International Student Enrollment

NAIS gathers enrollment data for students with citizenship outside the United States. International student enrollment, now over 8,300 students, represents 2.5 percent of total enrollment. This proportion continues to increase each year and international students in member schools have increased by almost 1,000 students since 1988-89. The proportional representation of these students is greater in smaller schools than in larger schools, and greater in boarding schools than in day schools. Proportional representation of international students in New England schools is almost twice that in any other geographic region.

Table 4. International Student Enrollment, 1988-89 to 1990-91
(active member schools in the continental U.S.)

	1988-89 (837 schools)		1989-90 (843 schools)		1990-91 (831 schools)	
	Int'l. Students	Percent of Total	Int'l. Students	Percent of Total	Int'l. Students	Percent of Total
School Type						
Boarding	630	8.5%	941	10.4%	950	10.6%
Boarding-day	2,349	7.2	2,642	8.9	2,833	9.5
Day	3,097	1.2	2,977	1.1	2,867	1.1
Day-boarding	1,319	4.0	1,436	4.6	1,686	5.5
Girls'	893	2.5	1,136	3.2	1,129	3.2
Boys'	846	2.7	957	3.1	994	3.4
Coed	5,656	2.2	5,903	2.2	6,213	2.3
Elementary	781	1.4	783	1.4	676	1.1
Elem/secondary	3,488	1.8	3,340	1.6	3,323	1.7
Secondary	3,126	4.3	3,873	5.5	4,337	6.2
School Size						
Under 201 students	1,061	3.6	1,367	4.7	1,597	5.4
201-300	1,241	2.9	1,450	3.3	1,341	3.3
301-500	2,403	2.8	2,618	2.9	3,073	3.2
501-700	1,328	2.0	1,070	1.7	820	1.4
Over 700	1,362	1.4	1,491	1.4	1,505	1.4
Region						
East	1,056	2.3	881	1.8	1,003	2.2
Middle Atlantic	1,354	2.1	1,172	1.8	1,318	2.0
Midwest	590	1.5	910	2.2	933	2.5
New England	1,910	3.4	2,218	4.0	2,589	4.7
Southeast	741	1.3	1,104	1.8	899	1.5
Southwest	535	1.9	859	3.0	675	2.3
West	1,209	3.5	852	2.5	919	2.6
ALL SCHOOLS	**7,395**	**2.3%**	**7,996**	**2.4%**	**8,336**	**2.5%**

Enrollment by Grade: The Core Sample

Table 5 summarizes enrollment trends by grade for a constant or "core" sample of 736 active member schools for the period since 1981-82. This core sample represents 82 percent of active member schools and 85 percent of enrollment in this category of schools. Use of the core sample eliminates the impact on enrollment figures of changes in the numbers of member schools and therefore makes possible a clearer analysis of underlying enrollment trends. It is a better indicator of trends within long-standing NAIS schools.

Total enrollment in the core sample schools increased by 0.7 percent between 1989-90 and 1990-91, by 1.1 percent between 1986-87 and 1990-91, and by 3.0 percent in the period from 1981-82 to 1990-91. The continuing impact of the demographic "baby bust" and evidence of the recovery from it toward the "baby boomlet" can be clearly identified in the column showing percentage changes in enrollment by grade between 1981-82 and 1990-91. While enrollments in grades 6 through 12 are all lower than they were nine years ago, those in grades PS through 5 are all higher. Of particular note are the changes in pre-school and kindergarten enrollments between 1981-82 and 1990-91.

The population of elementary school age children is projected to peak in 1995 and, by the turn of the century, show only a 7 percent increase since 1987. However, the populations of middle and secondary school age children are projected to increase by 21.6 percent and 8.0 percent, respectively, by the turn of the century. Overall, the school-age population (ages 5 to 17) will increase by 11.6 percent by the year 2000 and begin to decrease thereafter at all three levels.

Table 5. Enrollment by Grade, 1981-82, 1986-87, and 1988-89 to 1990-91
(*core sample* of 736 active member schools)

Grade	1981-82	1986-87	1988-89	1989-90	1990-91	81/82-90/91 % Change	89/90-90/91 % Change
PS	7,539	9,986	10,920	11,458	11,353	50.6%	-0.9%
K	12,667	14,958	15,521	15,761	16,029	26.5	1.7
1	14,006	15,622	16,392	16,464	16,511	17.9	0.3
2	13,784	15,159	15,644	16,100	16,206	17.6	0.7
3	14,153	15,002	15,374	15,809	16,142	14.1	2.1
4	14,679	15,104	15,819	15,933	16,381	11.6	2.8
5	16,865	15,863	16,277	16,787	16,977	0.7	1.1
6	19,873	17,610	18,402	18,953	19,384	-2.5	2.3
7	25,179	22,189	22,316	23,098	23,442	-6.9	1.5
8	25,392	23,602	23,485	23,706	24,389	-4.0	2.9
9	33,128	31,115	31,164	31,192	31,418	-5.2	0.7
10	34,323	35,459	32,729	33,341	33,175	-3.3	-0.5
11	34,842	38,299	34,573	34,313	34,544	-0.9	0.7
12	33,957	36,188	35,925	34,176	33,516	-1.3	-1.9
PG	984	1,121	1,445	1,159	1,094	11.2	-5.6
TOTAL	**301,371**	**307,277**	**305,986**	**308,250**	**310,561**	**3.0%**	**0.7%**

Enrollment by Grade: Active Members and New School Services

This section describes grade-level enrollment in NAIS as a whole, rather than in the more limited core sample displayed in Table 5. Table 6 shows that total enrollment increased by 8,166 students over the past year, as compared to the 6,074 student increase from 1988-89 to 1989-90. The number of member schools (active member and new school services) increased by 8 from 1989-90 to 1990-91. Therefore, a significant portion of the enrollment increase is attributed to the net additions to and deletions from the membership during the year. Overall, the percentage changes by grade level in Table 6 are comparable to the one-year changes in the core sample shown in Table 5.

Table 6. Enrollment by Grade, 1989-90 and 1990-91
(active members and new school services)

	1989-90		1990-91		Percent Change	
Grade	Number of Schools	Enrollment	Number of Schools	Enrollment	Number of Schools	Enrollment
PS	364	14,467	373	14,422	2.5%	-0.3%
K	531	19,179	541	19,871	1.9	3.6
1	550	19,856	558	20,294	1.5	2.2
2	550	19,383	558	19,870	1.5	2.5
3	557	19,028	565	19,738	1.4	3.7
4	565	18,998	575	19,883	1.8	4.7
5	586	19,955	595	20,424	1.5	2.4
6	630	22,112	642	23,076	1.9	4.4
7	674	26,915	678	27,765	0.6	3.2
8	683	27,377	699	28,905	2.3	5.6
9	711	36,353	716	36,940	0.7	1.6
10	664	38,167	668	38,565	0.6	1.0
11	663	39,111	667	39,731	0.6	1.6
12	660	38,888	667	38,569	1.1	-0.8
PG	89	1,330	92	1,232	3.4	-7.4
ALL SCHOOLS	**896**	**361,119**	**904**	**369,285**	**0.9%**	**2.3%**

ADMISSION ACTIVITY

For the first time this year data were collected for admission activity in member schools. Following recommendations from the NAIS Admission Committee, schools were asked to report total numbers of inquiries, completed applications, acceptances offered, and new students enrolled for 1990-91 during the period from September 1, 1989 through August 31, 1990. Table 7 shows averages for these measures of admission activity by various categories of schools.

Table 7. Admission Activity Summary, 1989-90
(713 active member schools)

	Number of Schools	Average Inquiries	Average Applicants	Average Accept.	Avg. New Enrollees
School Type					
Boarding	33	1,304	243	194	127
Boarding-day	108	1,218	301	179	106
Day	499	561	215	129	91
Day-boarding	73	1,029	305	176	124
Girls'	87	593	193	131	86
Boys'	72	853	207	138	99
Coed	554	752	250	147	100
Elementary	172	318	136	77	58
Elem/secondary	322	806	261	158	110
Secondary	219	982	286	176	113
School Size					
Under 201 students	178	444	97	68	47
201-300	139	584	160	109	74
301-500	201	716	223	146	97
501-700	93	965	337	202	136
Over 700	102	1,330	531	267	190
Region					
East	113	673	230	136	84
Middle Atlantic	144	674	194	126	88
Midwest	75	754	210	150	107
New England	153	870	275	160	95
Southeast	77	650	223	149	117
Southwest	58	773	212	138	104
West	91	780	313	151	111
Territories	2	345	182	140	129
ALL SCHOOLS	**713**	**742**	**238**	**144**	**98**

Table 8 shows that 713 active member schools reported 7.5 inquiries, 2.4 completed applications, and 1.5 acceptances on average for each student finally enrolled. Completed applications represented approximately one third of the total number of inquiries. Three acceptances were offered for every five completed applications. The number of students finally enrolled was about two thirds of the number of acceptances offered. There are several school categories for which measures of admission activity differ markedly from these overall averages. While boarding and boarding-day schools receive substantially more inquiries per enrolled student than do day and day-boarding schools, completed applications represent a smaller proportion of these inquiries than is the case for day and day-boarding schools. Boys' schools contrast with girls' and coeducational schools in the same way. With regard

Table 8. Admission Activity: Ratios and Percentages, 1989-90
(713 active member schools)

	Ratios			Percentages		
	Inq. per Enrollee	Appl. per Enrollee	Acpt. per Enrollee	Appl. as % Inq.	Acpt. as % Appl.	Enroll. as % Acpt.
School Type						
Boarding	10.3	1.9	1.5	18.6%	80.1%	65.3%
Boarding-day	11.5	2.8	1.7	24.7	59.4	59.1
Day	6.1	2.4	1.4	38.3	60.0	70.8
Day-boarding	8.3	2.5	1.4	29.7	57.5	70.8
Girls'	6.9	2.2	1.5	32.5	68.1	65.7
Boys'	8.6	2.1	1.4	24.2	66.8	71.7
Coed	7.5	2.5	1.5	33.2	58.8	68.2
Elementary	5.5	2.3	1.3	42.6	56.7	75.7
Elem/secondary	7.3	2.4	1.4	32.3	60.6	69.8
Secondary	8.7	2.5	1.6	29.1	61.7	63.8
School Size						
Under 201 students	9.4	2.1	1.4	22.0	70.0	69.6
201-300	7.9	2.2	1.5	27.4	68.2	67.4
301-500	7.4	2.3	1.5	31.2	65.6	66.3
501-700	7.1	2.5	1.5	34.9	60.1	67.1
Over 700	7.0	2.8	1.4	39.9	50.3	71.1
Region						
East	8.0	2.7	1.6	34.2	59.0	62.1
Middle Atlantic	7.6	2.2	1.4	28.7	65.1	70.0
Midwest	7.1	2.0	1.4	27.8	71.5	71.1
New England	9.2	2.9	1.7	31.6	58.3	59.3
Southeast	5.5	1.9	1.3	34.2	66.9	78.7
Southwest	7.4	2.0	1.3	27.4	65.3	75.6
West	7.1	2.8	1.4	40.1	48.3	73.2
Territories	2.7	1.4	1.1	52.8	76.6	92.1
ALL SCHOOLS	**7.5**	**2.4**	**1.5**	**32.1%**	**60.5%**	**68.3%**

to school size, smaller schools attract more inquiries per enrolled student than do larger schools, but a higher proportion of inquiries is converted into applications at larger schools than at smaller schools. "Yield"—enrolled students as a percentage of acceptances—is probably the most familiar admission statistic. With the exception of the Territories, where special geographic considerations apply, yield is highest for schools in the Southeast and Southwest and lowest for schools in New England and in the East.

Average yield figures for 23 different categories of schools, shown in the right hand column of Table 8, indicate comparatively little variation. With the exception of the figure for the Territories, which is a special case, 18 of the remaining 22 yield figures fall within the 63 percent to 77 percent ranges.

Admission processes and the kinds of criteria affecting application and enrollment are different at elementary, elementary/secondary, and secondary schools, at boarding and day schools, and at single-sex and coeducational schools. Therefore, it is difficult to generalize from the data and analysis presented here. However, the percentage of applications to inquiries, if tracked, might serve as one gauge of the effectiveness of aspects of a school's performance in marketing and communication. Furthermore, yield can give one indication of the impact of a school's total admission effort—communication, interview, tour, and related aspects of the admission program—though it is also substantially affected by factors beyond the control of the admission office, such as the quality of the school itself, its reputation, and the nature of the competition.

Finally, it should be noted that in this first exploration of admission activity the unit of analysis is the school, not the applicant or applicant family. For this reason, it is not possible to discover such important information as the true size of the total applicant pool or the average number of applications made by each family to different schools. However, the true size of the applicant pool can be estimated inductively. As an illustration of the method, the following argument has been applied to the aggregate admissions data for all 713 reporting schools even though such an all-inclusive treatment masks substantial differences among schools. But admission officers or others interested in pursuing implications of the data can apply the same calculation to smaller groups of similar schools.*

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* For any group of schools:

Let	P	=	total number of students in the applicant pool
	A	=	total number of applications made by these students to all schools in group
	E	=	total number of new enrollments at all schools in group
	a	=	average number of applications per family to different schools
	n	=	ratio of applications to enrollees
Now	a	=	A/P
But	A	=	n(E)
So	a	=	n(E/P)
And	P/E	=	(n/a)

Now, because the applicant pool must contain at least as many students as the final number of new enrollments,

P/E	> or =	1 and it follows that
n	> or =	a

So, the average number of applications per family to different schools cannot exceed the ratio of applications to enrollees. This ratio is 2.4 for all 713 reporting schools taken together. It varies somewhat on either side of 2.4 for different sub-categories of schools.

Finally: P = (n/a)(E)
The true applicant pool can be estimated as a multiple of the total number of students finally enrolled. The multiple is the ratio of (applications per enrollee) to (applications per family). For the 713 schools reporting data for Tables 7 and 8, estimates of the size of the applicant pool based on assumptions about the number of applications made by each family to different schools are as follows:

Applications per Family (assumption)	Applicant Pool	New Enrollments	Number of Applicants Not Enrolled at Any School
1.0	167,698	69,874	97,824
1.5	111,798	69,874	41,924
2.0	83,849	69,874	13,975
2.4	69,874	69,874	0

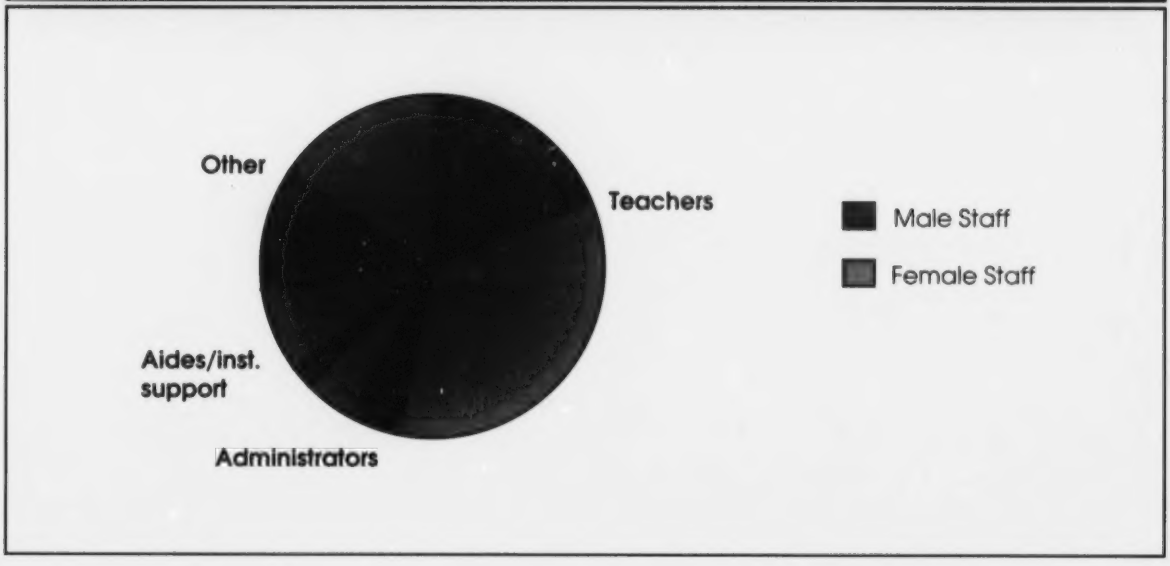
STAFF

Table 9 and Figure 2 present analyses of staff by function and by gender. The numbers are for full-time and part-time staff, not full-time equivalents. "Instructional support" includes librarians, counselors, remedial specialists, chaplains, and audiovisual staff. "Other" refers to personnel on the school's regular payroll, such as secretarial, clerical, maintenance, kitchen, or security staffs. For the second consecutive year, the number of female administrators exceeds the number of male administrators. The numerical difference between male and female administrators in 1990-91 is 2.5 times greater than that in 1989-90. Women outnumber men in all the functional categories presented in this analysis.

Table 9. Staff Distribution By Gender, 1989-90 and 1990-91
(active member schools)

	1989-90 (849 schools)			1990-91 (845 schools)		
Category	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Teachers	14,056	24,428	38,484	14,009	25,043	39,052
Administrators	3,358	3,462	6,820	3,434	3,703	7,137
Teacher aides, interns, dormitory supervisors	553	2,129	2,682	631	2,295	2,926
Instructional support	800	3,416	4,216	862	3,549	4,411
Other	8,135	11,307	19,442	8,507	11,648	20,155
ALL SCHOOLS	**26,902**	**44,742**	**71,644**	**27,443**	**46,238**	**73,681**

Figure 2. Staff Distribution By Gender, 1990-91



Staff Gender

Table 10 indicates that the gender percentages of various staff categories, including the overall total, remained virtually unchanged over the past year. Teacher aides and instructional support personnel have the highest percentage of females (79.7%), while administrators show the lowest percentage (51.9%). Boys' schools are staffed primarily by men; girls' schools by women. However, a distinction is still apparent between boys' and girls' schools with regard to staff of opposite gender to the students. Approximately 40 percent of the staff in boys' schools is female, while 18.5 percent of the staff in girls' schools is male. Female staffers outnumber males three to one in elementary schools, yet they equal male staffers in secondary schools. Day schools employ more female staffers (68.4%) than do boarding schools (42.5%).

Table 10. Staff by Gender, 1990-91
(845 active member schools)

	Teacher		Admin.		Aides/Instr.		Other		Total	
	M	F	M	F	M	F	M	F	M	F
School Type										
Boarding	70.5%	29.5%	71.3%	28.7%	49.4%	50.6%	48.7%	51.3%	57.5%	42.5%
Boarding-day	58.2	41.8	60.3	39.7	28.2	71.8	46.8	53.2	50.5	49.5
Day	30.3	69.7	42.7	57.3	13.2	86.8	38.6	61.4	31.6	68.4
Day-boarding	43.5	56.5	49.8	50.2	27.1	72.9	43.0	57.0	42.0	58.0
Girls'	15.0	85.0	16.4	83.6	6.8	93.2	31.5	68.5	18.5	81.5
Boys'	68.7	31.3	77.1	22.9	41.4	58.6	47.9	52.1	60.2	39.8
Coed	35.6	64.4	49.8	50.2	20.3	79.7	42.9	57.1	37.4	62.6
Elementary	20.0	80.0	35.3	64.7	9.9	90.1	36.6	63.4	23.2	76.8
Elem/secondary	32.7	67.3	45.8	54.2	17.6	82.4	40.3	59.7	34.3	65.7
Secondary	55.8	44.2	57.9	42.1	31.9	68.1	45.7	54.3	49.8	50.2
School Size										
Under 201 students	37.9	62.1	48.8	51.2	23.1	76.9	40.2	59.8	38.1	61.9
201-300	36.6	63.4	47.0	53.0	20.9	79.1	40.4	59.6	37.3	62.7
301-500	34.1	65.9	44.1	55.9	18.6	81.4	41.4	58.6	35.6	64.4
501-700	34.4	65.6	48.0	52.0	18.2	81.8	41.7	58.3	35.9	64.1
Over 700	37.3	62.7	52.7	47.3	21.5	78.5	44.4	55.6	39.1	60.9
Region										
East	34.3	65.7	41.9	58.1	17.4	82.6	44.4	55.6	36.0	64.0
Middle Atlantic	35.1	64.9	50.6	49.4	23.3	76.7	39.8	60.2	36.7	63.3
Midwest	35.0	65.0	49.1	50.9	21.2	78.8	41.5	58.5	36.7	63.3
New England	46.4	53.6	51.7	48.3	22.8	77.2	45.5	54.5	44.4	55.6
Southeast	28.7	71.3	51.3	48.7	13.3	86.7	40.4	59.6	31.7	68.3
Southwest	32.5	67.5	46.9	53.1	21.0	79.0	41.6	58.4	34.7	65.3
West	35.3	64.7	42.7	57.3	22.2	77.8	39.1	60.9	35.4	64.6
Territories	21.5	78.5	36.4	63.6	2.9	97.1	42.9	57.1	24.6	75.4
ALL SCHOOLS	**35.9%**	**64.1%**	**48.1%**	**51.9%**	**20.3%**	**79.7%**	**42.2%**	**57.8%**	**37.2%**	**62.8%**

Student/Teacher Ratio and Teacher Load

Table 11 displays the "student-teacher ratio," defined as the number of students in a school per full-time equivalent teacher. NAIS also collects data on teacher load, the total number of students that teachers typically instruct in the course of a term or semester—the number of students for whom they are actually responsible. Data for several grade levels were provided by administrators, based on their judgments about the total number of students carried by the typical teacher in those grades in the school. For the median "average teacher load" in grades 9-12, only secondary and elementary/secondary schools were considered. The median "average teacher load" was 50 students per teacher (49 in 1989-90). This includes data from 462 schools. For grades 6-8, 406 elementary and elementary/secondary schools showed a median "average teacher load" of 40 students per teacher. Data from 402 elementary and elementary/secondary schools show that the median "average teacher load" for grades K-5 remained at 17 students per teacher. To be eligible for inclusion in the latter two cases, schools had to report data on two or more grades.

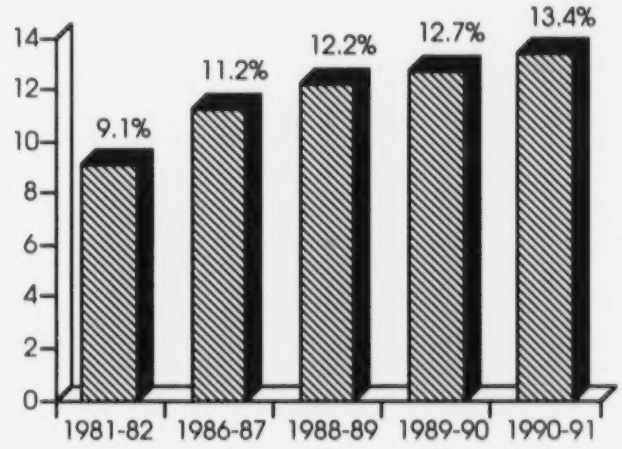
Table 11. Median Student/Teacher Ratios, 1988-89 to 1990-91
(active member schools)

	1988-89 (801 schools)	1989-90 (808 schools)	1990-91 (806 schools)
School Type			
Boarding	7.5	7.4	7.2
Boarding-day	7.5	7.4	7.5
Day	9.9	9.9	9.8
Day-boarding	9.4	9.2	9.1
Girls'	8.6	8.5	8.3
Boys'	8.8	9.2	8.8
Coed	9.5	9.5	9.4
Elementary	9.5	9.8	9.5
Elem/secondary	9.9	9.8	9.8
Secondary	8.3	8.2	8.3
School Size			
Under 201 students	7.7	7.6	7.6
201-300	8.6	8.9	8.9
301-500	9.7	9.6	9.7
501-700	10.0	10.0	10.0
Over 700	10.7	11.0	10.8
Region			
East	8.2	8.3	8.2
Middle Atlantic	9.5	9.5	9.3
Midwest	9.4	9.5	9.5
New England	8.4	8.1	8.1
Southeast	11.8	11.8	11.6
Southwest	10.4	10.2	10.3
West	10.2	10.4	10.3
ALL SCHOOLS	**9.4**	**9.3**	**9.3**

PEOPLE OF COLOR

Schools located in the continental United States and U.S. Territories reported people of color from each of the four categories as defined by the Department of Labor, Manpower Training Division: African American, Latino, Asian American, and American Indian. African American refers to Black Americans of African and/or Caribbean ancestry who are permanent residents and citizens of the United States. Latinos are American citizens of Puerto Rican, Cuban, Mexican, Dominican, or Latin American ancestry. Asian Americans are American citizens with ancestry from China, Japan, Korea, Philippines, Thailand, Cambodia, Laos, Vietnam, or India. American Indian refers to U.S. citizens of American Indian, Eskimo, or Aleut ancestry. Active member schools in Hawaii and Guam reported figures in each

Figure 3. Students of Color as a Percentage of Total Enrollment, 1981-82, 1986-87, and 1988-89 to 1990-91



of these four categories and a fifth category: Pacific Islander. Pacific Islanders are Americans of Polynesian ancestry from Hawaii, Samoa, or Guam. Only schools located in the continental United States are included in the following tables. Figure 3 shows that the enrollment of students of color as a percentage of total enrollment has increased steadily throughout the 1980s. Since 1981-82 this enrollment has increased by 4.3 percentage points, rising to 13.4 percent in 1990-91.

Table 12, on the next page, displays enrollment of students of color as a percentage of total enrollment according to school type, size, region, and racial/ethnic group for the trend years. Traditionally, this enrollment has varied most when schools are grouped by gender or by region. Even though girls' schools enroll a higher percentage of students of color than boys' or coeducational schools, this percentage has grown more rapidly in boys' and coeducational schools over the past year. Students of color have greater representation in schools in the West (19.3%) and East (17.4%), and below average representation in the Southeast (8.5%), Southwest (12.4%), and New England (10.5%). Over the past year, schools in the West showed the highest increase (1.5 percentage points) while schools in the Midwest showed the only decrease among the regions.

Table 12. Students of Color as a Percentage of Total Enrollment, 1981-82, 1986-87 and 1988-89 to 1990-91
(active member schools in continental U.S.)

	1981-82	1986-87	1988-89	1989-90	1990-91
School Type					
Boarding	11.9%	10.4%	11.0%	11.6%	13.0%
Boarding-day	8.4	9.7	12.6	11.6	14.5
Day	9.1	11.6	12.2	12.9	13.4
Day-boarding	8.6	10.5	12.3	12.5	12.8
Girls'	10.2	13.9	16.0	16.5	16.9
Boys'	9.4	10.4	10.8	12.6	13.2
Coed	8.8	11.0	11.8	12.1	12.9
Elementary	8.1	9.8	10.1	10.3	10.9
Elem/secondary	9.5	12.0	12.7	13.2	13.9
Secondary	8.7	10.4	12.5	13.1	14.2
School Size					
Under 201 students	—	—	10.7	12.1	11.7
201-300	—	—	11.3	11.2	13.1
301-500	—	—	12.6	12.8	13.6
501-700	—	—	12.7	13.3	14.9
Over 700	—	—	12.3	12.9	13.0
Region					
East	12.8	15.0	16.1	16.6	17.4
Middle Atlantic	9.3	11.2	12.0	12.9	13.6
Midwest	11.7	14.6	15.5	16.4	15.6
New England	6.4	7.0	8.6	9.3	10.5
Southeast	4.9	6.6	7.6	7.4	8.5
Southwest	7.4	11.1	12.3	11.8	12.4
West	12.4	16.8	16.9	17.8	19.3
Racial/Ethnic Group					
African American	4.2	4.7	5.0	5.2	5.3
Latino	1.8	1.8	2.0	2.0	2.2
Asian American	3.1	4.7	5.1	5.4	5.7
American Indian	0.1	0.1	0.1	0.2	0.2
ALL SCHOOLS	**9.1%**	**11.2%**	**12.2%**	**12.7%**	**13.4%**
Number of Schools	**785**	**826**	**831**	**821**	**804**

Students of Color by Group

Table 13 shows the distribution of students of color in various types of schools. Over the past year, the number of students of color increased by 5 percent, even though there were 17 fewer schools in the sample. Latino students (8.9%) showed the largest increase, while the African American student increase was only 2.2 percent. Geographically, the highest representation of African American students (49% of the students of color in that region) is found in schools in the Middle Atlantic region. Schools in the Southwest show the highest percentage of Latino students, and schools in the West the highest percentage of Asian American students. Boarding schools show the highest proportion of African American (46%) and Latino (25%) students. Asian American students are in highest proportion in day-boarding schools.

Table 13. Enrollment of Students of Color by Racial/Ethnic Group, 1990-91
(804 active member schools in the continental U.S.)

	African American	Latino	Asian American	American Indian	Total	Total Enrollment
School Type						
Boarding	431	234	239	31	935	7,208
Boarding-day	1,659	725	1,443	97	3,924	27,009
Day	13,594	5,335	14,953	312	34,194	255,822
Day-boarding	1,394	671	1,784	84	3,933	30,678
Girls'	2,523	926	2,531	42	6,022	35,610
Boys'	1,274	762	1,582	20	3,638	27,524
Coed	13,281	5,277	14,306	462	33,326	257,583
Elementary	2,412	1,145	2,557	55	6,169	56,506
Elem/secondary	11,132	4,019	12,091	261	27,503	198,534
Secondary	3,534	1,801	3,771	208	9,314	65,677
School Size						
Under 201 students	1,545	669	1,073	78	3,365	28,758
201-300	2,235	1,068	1,717	103	5,123	39,178
301-500	4,940	2,016	5,244	113	12,313	90,474
501-700	3,099	1,196	3,991	65	8,351	56,145
Over 700	5,259	2,016	6,394	165	13,834	106,162
Region						
East	3,292	1,520	3,150	28	7,990	45,809
Middle Atlantic	4,084	914	3,320	46	8,364	61,543
Midwest	2,522	487	2,601	73	5,683	36,534
New England	2,302	919	2,128	139	5,488	52,261
Southeast	2,061	1,044	2,010	52	5,167	60,462
Southwest	1,342	982	1,307	117	3,748	30,116
West	1,475	1,099	3,903	69	6,546	33,992
ALL SCHOOLS	**17,078**	**6,965**	**18,419**	**524**	**42,986**	**320,717**

Figure 4 shows that since 1981-82, Asian American enrollment as a percentage of total enrollment has grown at a greater pace (2.6 percentage points) than that of any other group. For the fourth consecutive year, Asian American enrollment has equalled or surpassed that of African Americans. Latino student proportions have remained relatively stable throughout the 1980s.

Figure 5 highlights the percentage distributions among the four groups. Asian American students again exceed the African American total and the percentage-of-total gap has widened to 3.2 percent over the past year. After a slight decline last year, the percentage of Latino students has risen to 16.2 percent of the total students of color in 1990-91.

Figure 4. Students of Color as a Percentage of Total Enrollment, 1981-82, 1986-87, 1990-91

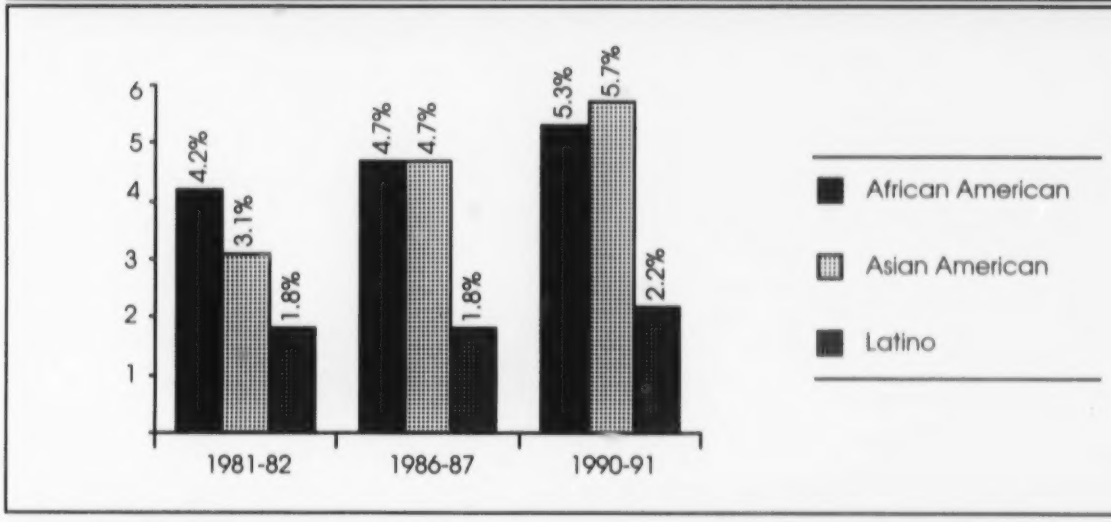
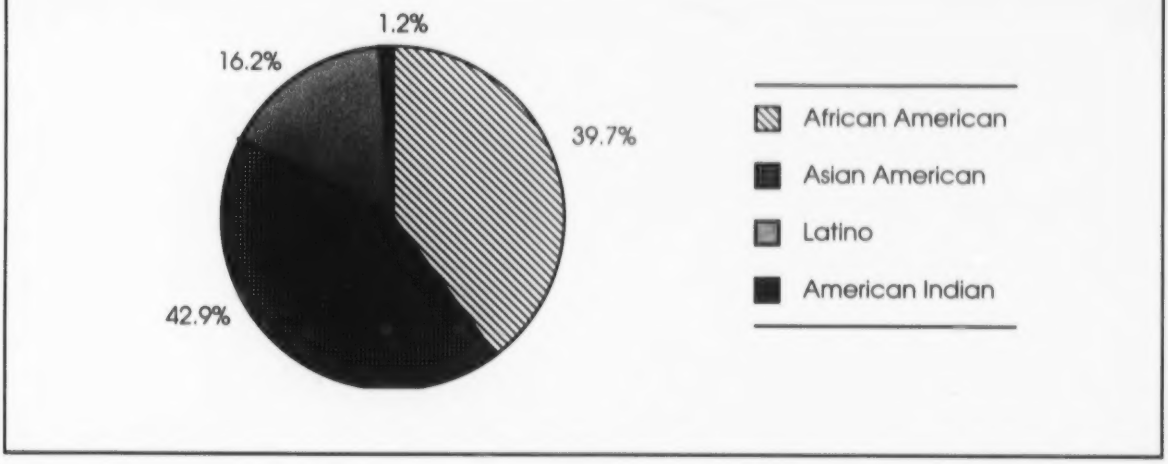


Figure 5. Students of Color by Group, 1990-91



Students of Color by Grade

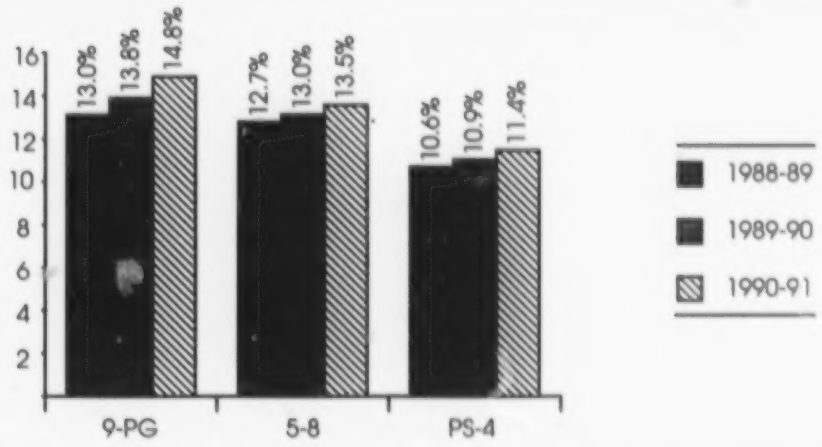
Table 14 shows enrollment of students of color by grade as a percentage of all students of color (column 3), as well as the number of students of color by grade as a percentage of *all* students in each grade (column 5). As was the case last year, about 46 percent of the students of color in the membership are enrolled in grades 9-PG. Approximately 27 percent of the students of color are enrolled in both the grade PS-4 sample and the grade 5-8 sample. Secondary grades (9-PG) show a larger percentage (14.8%) of students of color in relation to total enrollment than do all other grades combined (12.4%). The percentage of all students of color by grade increases through grade 11 and levels off thereafter.

Table 14. Students of Color by Grade, 1990-91
(804 active member schools in the continental U.S.)

Grade	Students of Color	Students of Color as a % of All Students of Color	Total Students	Students of Color as a % of Total Enrollment
PS	1,257	2.9%	12,978	9.7%
K	1,863	4.3	17,390	10.7
1	2,031	4.7	17,806	11.4
2	2,006	4.7	17,340	11.6
3	2,054	4.8	17,225	11.9
4	2,175	5.1	17,331	12.5
5	2,234	5.2	17,840	12.5
6	2,580	6.0	20,183	12.8
7	3,513	8.2	24,019	14.6
8	3,428	8.0	24,923	13.8
9	4,964	11.5	31,826	15.6
10	5,086	11.8	33,237	15.3
11	5,057	11.8	34,353	14.7
12	4,635	10.8	33,275	13.9
PG	103	0.2	991	10.4
ALL SCHOOLS	**42,986**	**100.0%**	**320,717**	**13.4%**

Figure 6, on the next page, summarizes the three-year trend of students of color as a percentage of total enrollment in three key grade level classifications (PS-4, 5-8, 9-PG). Over the past three years, the percentage of students of color has increased at a higher rate in the secondary grades than in any other grade level classification. This percentage has increased by 1.8 points in grades 9-PG, as compared to 0.8 points in grades PS-4 and in grades 5-8. The percentage of students of color has increased in each year for all three grade level classifications.

Figure 6. Students of Color as a Percentage of Total Enrollment, 1988-89 to 1990-91



Staff of Color

Table 15 presents data for staff of color: teachers, administrators, teacher aides, interns, dormitory supervisors, instructional support personnel, and other employees.[3] The 7.6 percent increase in staff of color in 1990-91 comes a year after the first decrease since NAIS began to publish these statistics in 1986-87. Although the percentages of administrators and teachers of color have increased at modest rates, they continue to represent a small proportion (4.0%) of the total number of teachers and administrators in the membership. Instructional support personnel (3.0%) show a decrease in this percentage representation in each of the past two years. The largest proportion of staff of color is found in the "other" category. "Other" represents personnel on the school's regular payroll, such as secretarial, clerical, maintenance, kitchen, or security staffs.

Table 15. Distribution of Staff of Color, 1988-89 to 1990-91
(active member schools in the continental U.S.)

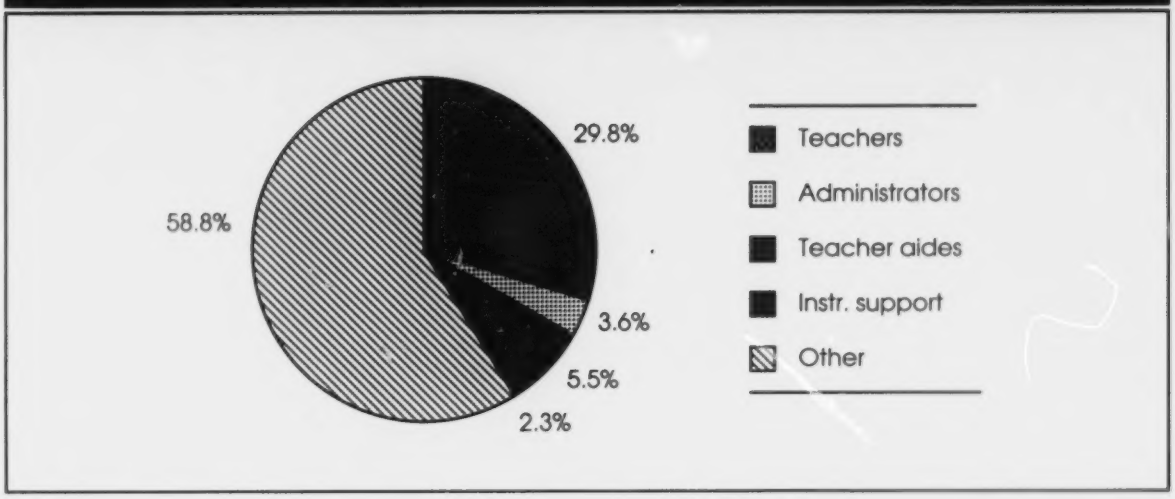
	1988-89 (823 schools)		1989-90 (837 schools)		1990-91 (812 schools)	
Category	Staff of Color	% Total Staff	Staff of Color	% Total Staff	Staff of Color	% Total Staff
Teachers	1,324	3.7%	1,412	3.8%	1,555	4.2%
Administrators	143	2.3	168	2.5	191	2.8
Teacher aides, interns, dormitory supervisors	185	7.9	286	10.1	289	9.8
Instructional support	157	4.0	145	3.5	118	3.0
Other	2,876	16.2	2,785	15.0	3,073	16.8
ALL SCHOOLS	**4,685**	**7.1%**	**4,796**	**6.9%**	**5,226**	**7.6%**

Table 16 displays staff of color as a percentage of total staff for 1990-91 according to school type, size, and region. For simplification, teacher aides, interns, supervisors and instructional support personnel are grouped together. In their respective school-type categories, day schools, elementary/secondary schools, and girls' schools employ the highest percentages of people of color, as was the case in 1989-90. The larger schools generally employ higher percentages of people of color. Regionally, schools in the Southwest show the highest percentage of staff of color (12.1%), while New England schools account for the lowest (3.9%). Among school types, the highest percentage of teachers of color are in secondary schools and the highest percentage of administrators of color are in day schools.

Table 16. Staff of Color as a Percentage of Total Staff, 1990-91
(812 active member schools in the continental U.S.)

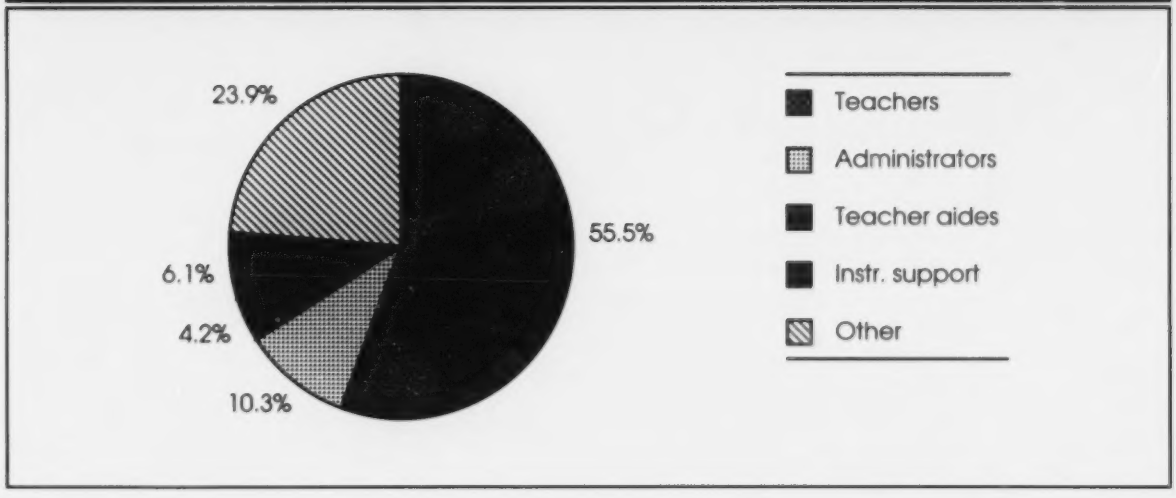
	Teachers	Admin.	Aides/ Instr.	Other	Total
School Type					
Boarding	4.3%	1.6%	3.7%	12.2%	7.5%
Boarding-day	3.8	2.0	6.8	9.2	6.2
Day	4.3	3.3	6.1	21.8	8.0
Day-boarding	3.7	2.1	4.8	14.3	7.0
Girls'	4.6	2.4	5.0	22.7	9.0
Boys'	3.4	1.9	5.4	18.2	8.3
Coed	4.3	3.0	6.0	15.7	7.3
Elementary	3.5	2.4	6.6	21.1	7.0
Elem/secondary	4.2	3.2	6.5	20.0	8.1
Secondary	4.8	2.5	4.0	11.6	7.0
School Size					
Under 201 students	3.1	1.4	7.0	15.2	6.7
201-300	4.0	2.1	5.0	15.1	6.7
301-500	4.0	2.9	6.1	15.8	7.2
501-700	4.4	3.0	4.8	18.3	7.9
Over 700	4.9	4.0	5.9	18.5	8.7
Region					
East	4.6	2.8	8.0	21.7	8.7
Middle Atlantic	4.7	4.0	5.5	17.3	8.1
Midwest	2.9	2.8	3.2	11.7	5.4
New England	3.0	1.8	6.4	5.0	3.9
Southeast	2.7	1.3	3.2	26.5	8.2
Southwest	5.7	3.6	5.0	34.5	12.1
West	7.4	4.4	10.1	24.9	11.2
ALL SCHOOLS	**4.2%**	**2.8%**	**5.9%**	**16.8%**	**7.6%**

Figure 7. Distribution of Staff of Color, 1990-91



In Figure 7, "other" personnel of color account for almost 59 percent of the total staff of color in the membership. All the percentages have shown minimal change over the past year. Distribution of staff of color (Figure 7) shows higher proportions of non-professional staff ("other") and lower proportions of professional staff (teachers, administrators) than does the distribution of staff—excluding staff of color (Figure 8). Excluding staff of color, teachers comprise 55.5 percent of all staff yet among staff of color, this figure is under 30 percent. The opposite is true for "other" personnel (non-professional staff). Among staff excluding people of color, the percentage for "other" personnel is 23.9 percent, while for staff of color this figure is 58.8 percent.

Figure 8. Distribution of Staff (excluding staff of color), 1990-91



Teachers of Color

Table 17 displays 1990-91 teachers of color data by school type, size, and region for the racial/ethnic groups. The percentage of teachers of color in member schools is now 4.2 percent. Larger schools continue to employ a higher percentage of teachers of color than do smaller schools. Schools in the West (7.4%) show the highest representation of teachers of color, while schools in the Southeast (2.7%) show the lowest. The actual number of teachers of color has increased by over 10 percent during the past year even though 25 fewer schools reported this data.

Table 17. Teachers of Color by Racial/Ethnic Group, 1990-91
(812 active member schools in the continental U.S.)

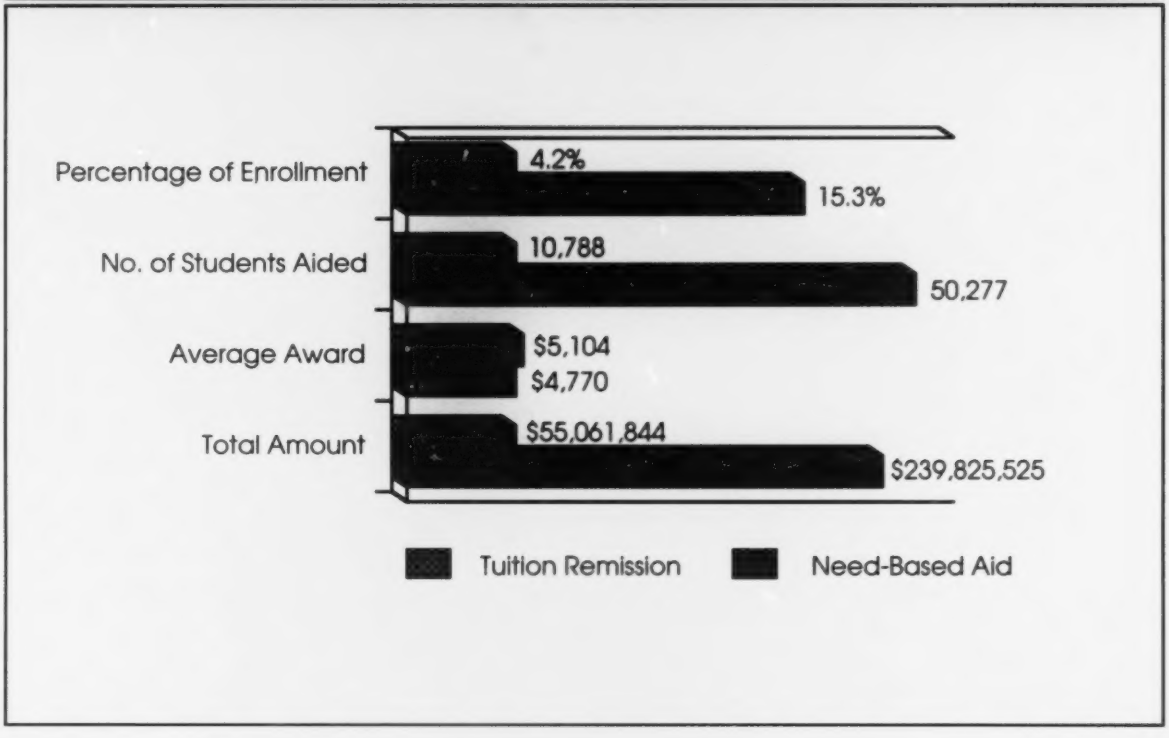
	African American	Latino	Asian American	American Indian	Total	% Teachers of Color
School Type						
Boarding	19	22	11	1	53	4.3%
Boarding-day	59	50	35	6	150	3.8
Day	557	406	238	24	1,225	4.3
Day-boarding	52	51	23	1	127	3.7
Girls'	98	61	44	5	208	4.6
Boys'	47	40	20	1	108	3.4
Coed	542	428	243	26	1,239	4.3
Elementary	103	70	46	5	224	3.5
Elem/secondary	437	316	180	15	948	4.2
Secondary	147	143	81	12	383	4.8
School Size						
Under 201 students	57	51	24	3	135	3.1
201-300	77	87	35	3	202	4.0
301-500	174	141	85	6	406	4.0
501-700	122	86	62	8	278	4.4
Over 700	257	164	101	12	534	4.9
Region						
East	125	86	60	0	271	4.6
Middle Atlantic	211	83	46	3	343	4.7
Midwest	60	41	19	2	122	2.9
New England	98	55	50	8	211	3.0
Southeast	42	87	12	5	146	2.7
Southwest	73	79	17	8	177	5.7
West	78	98	103	6	285	7.4
ALL SCHOOLS	**687**	**529**	**307**	**32**	**1,555**	**4.2%**

FINANCIAL AID, TUITION REMISSION, AND NO-NEED AWARDS

INTRODUCTION

In accordance with NAIS guidelines on how to handle financial aid, tuition remission, and no-need awards, the following statistics reflect the important delineation between need-based aid and no-need awards. NAIS remains committed to need-based financial aid and *strongly encourages the policy of need-based financial aid for faculty/staff children and non-faculty/staff children.* Need-based financial aid to faculty/staff children includes only money awarded on the basis of need, independent of the school's tuition remission policy. Tuition remission includes money given automatically to children of all school employees, regardless of need. Figure 9 compares key statistics for 1990-91 need-based financial aid and tuition remission. Trend comparisons for this data will be available beginning next year.

Figure 9. Need-Based Aid and Tuition Remission Comparison, 1990-91



NEED-BASED FINANCIAL AID

Table 18 presents an analysis of need-based financial aid by various school categories for 1990-91. Boarding and boarding-day schools show the highest percentages of students receiving need-based aid. The highest average need-based grant ($7,862) is found in boarding-day schools. Of particular note is that the larger the school, the smaller the percentage of students receiving need-based aid. For a breakdown of need-based aid to faculty/staff children or students of color and international students, refer to Tables 20 and 21, respectively.

Table 18. Need-Based Financial Aid to All Students, 1990-91
(772 active member schools)

	Number of Schools	Average Grant	Total Aid Granted	Number of Students Aided	Percentage of Total Enrollment
School Type					
Boarding	31	$6,393	$ 12,403,296	1,940	29.9%
Boarding-day	107	7,862	59,471,521	7,564	26.2
Day	561	4,053	138,248,493	34,111	13.2
Day-boarding	73	4,458	29,702,215	6,662	19.3
Girls'	98	5,004	28,227,350	5,641	15.8
Boys'	70	5,203	22,818,371	4,386	17.0
Coed	604	4,690	188,779,804	40,250	15.1
Elementary	198	3,692	21,965,841	5,950	10.8
Elem/secondary	354	4,312	122,171,771	28,332	14.0
Secondary	220	5,982	95,687,913	15,995	22.7
School Size					
Under 201 students	179	5,022	26,999,797	5,376	21.1
201-300	153	4,623	32,421,573	7,013	18.6
301-500	222	4,942	66,163,568	13,388	15.2
501-700	101	4,797	41,449,125	8,641	14.4
Over 700	117	4,590	72,791,462	15,859	13.5
Region					
East	114	5,785	44,394,754	7,674	17.0
Middle Atlantic	150	4,238	40,320,321	9,514	16.1
Midwest	80	4,528	29,121,831	6,432	17.8
New England	162	6,853	71,532,255	10,438	20.0
Southeast	100	2,870	14,777,569	5,149	8.8
Southwest	61	3,639	14,273,289	3,922	13.5
West	102	3,616	25,156,761	6,957	15.0
Territories	3	1,302	248,745	191	10.8
ALL SCHOOLS	**772**	**$4,770**	**$239,825,525**	**50,277**	**15.3%**

Table 19 identifies that portion of need-based aid which is "full" aid. Full aid covers the full cost of tuition and fees (including room and board for boarding students). Need-based full aid awards reached $37.5 million in 1990-91, accounting for 15.6 percent of all need-based aid granted. Need-based full aid awards are more significant in boarding schools than in other types of schools.

Table 19. Need-Based Full Aid Granted, 1990-91
(772 active member schools)

	Full Aid Recipients	Full Aid as % of Total Aid Recipients	Full Aid Granted	Full Aid as % of Total Aid Granted
School Type				
Boarding	460	23.7%	$ 4,347,715	35.1%
Boarding-day	989	13.1	13,114,349	22.1
Day	2,110	6.2	14,976,304	10.8
Day-boarding	1,292	19.4	5,080,402	17.1
Girls'	377	6.7	3,957,999	14.0
Boys'	308	7.0	3,176,565	13.9
Coed	4,166	10.4	30,384,206	16.1
Elementary	455	7.6	3,058,880	13.9
Elem/secondary	1,678	5.9	12,520,590	10.2
Secondary	2,718	17.0	21,939,300	22.9
School Size				
Under 201 students	308	5.7	3,756,647	13.9
201-300	473	6.7	4,129,098	12.7
301-500	1,463	10.9	12,487,326	18.9
501-700	566	6.6	5,431,129	13.1
Over 700	2,041	12.9	11,714,570	16.1
Region				
East	530	6.9	5,328,817	12.0
Middle Atlantic	401	4.2	3,839,772	9.5
Midwest	691	10.7	4,966,388	17.1
New England	1,055	10.1	14,580,872	20.4
Southeast	444	8.6	2,160,903	14.6
Southwest	237	6.0	1,680,622	11.8
West	1,477	21.2	4,916,131	19.5
Territories	16	8.4	45,265	18.2
ALL SCHOOLS	**4,851**	**9.6%**	**$37,518,770**	**15.6%**

Table 20 shows how need-based aid is distributed between faculty/staff and non-faculty/staff children. ("other students"). The amount granted to faculty/staff children is money granted independent of any tuition remission policy or money granted if no tuition remission policy is in place. Almost $12 million in need-based aid went to faculty/staff children. Five percent of the amount of need-based aid and 5.4 percent of the number of need-based aid recipients are children of faculty/staff. The remainder of assistance to these children primarily came in the form of tuition remission or no-need based awards.

Table 20. Need-Based Aid to Faculty and Staff Children vs. Other Students, 1990-91
(772 active member schools)

	Faculty and Staff Children				Other Students			
	No. of Recip.	% of Total Recip.	Amount Granted	% of Total Aid	No. of Recip.	% of Total Recip.	Amount Granted	% of Total Aid
School Type								
Boarding	11	0.6	$ 48,367	0.4	1,929	99.4	$ 12,354,929	99.6
Boarding-day	105	1.4	855,056	1.4	7,459	98.6	58,616,465	98.6
Day	2,426	7.1	10,219,985	7.4	31,685	92.9	128,028,508	92.6
Day-boarding	186	2.8	876,286	3.0	6,476	97.2	28,825,929	97.0
Girls'	167	3.0	683,267	2.4	5,474	97.0	27,544,083	97.6
Boys'	165	3.8	929,369	4.1	4,221	96.2	21,889,002	95.9
Coed	2,396	6.0	10,387,058	5.5	37,854	94.0	178,392,746	94.5
Elementary	474	8.0	1,712,929	7.8	5,476	92.0	20,252,912	92.2
Elem/secondary	2,068	7.3	9,016,607	7.4	26,264	92.7	113,155,164	92.6
Secondary	186	1.2	1,270,158	1.3	15,809	98.8	94,417,755	98.7
School Size								
Under 201 students	173	3.2	777,431	2.9	5,203	96.8	26,222,366	97.1
201-300	306	4.4	1,280,809	4.0	6,707	95.6	31,140,764	96.0
301-500	646	4.8	2,376,847	3.6	12,742	95.2	63,786,721	96.4
501-700	510	5.9	2,157,543	5.2	8,131	94.1	39,291,582	94.8
Over 700	1,093	6.9	5,407,064	7.4	14,766	93.1	67,384,398	92.6
Region								
East	329	4.3	1,836,372	4.1	7,345	95.7	42,558,382	95.9
Middle Atlantic	479	5.0	1,971,599	4.9	9,035	95.0	38,348,722	95.1
Midwest	396	6.2	1,963,556	6.7	6,036	93.8	27,158,275	93.3
New England	275	2.6	1,737,297	2.4	10,163	97.4	69,794,958	97.6
Southeast	446	8.7	1,179,494	8.0	4,703	91.3	13,598,075	92.0
Southwest	381	9.7	1,467,558	10.3	3,541	90.3	12,805,731	89.7
West	395	5.7	1,809,168	7.2	6,562	94.3	23,347,593	92.8
Territories	27	14.1	34,650	13.9	164	85.9	214,095	86.1
ALL SCHOOLS	**2,728**	**5.4**	**$11,999,694**	**5.0**	**47,549**	**94.6**	**$227,825,831**	**95.0**

Table 21, on the following page, summarizes need-based aid according to three types of recipients: students of color, international students, and all other students. Students of color are U.S. citizens categorized under any one of the following groups: African American, Latino, Asian American, or American Indian. International students are foreign nationals not holding U.S. citizenship.

Table 21. Need-Based Financial Aid to Students of Color, International Students, and All Other Students, 1990-91
(772 active member schools)

	Students of Color				International Students				All Other Students			
	No. of Recip.	% of Total Recip.	Amount Granted	% of Total Aid	No. of Recip.	% of Total Recip.	Amount Granted	% of Total Aid	No. of Recip.	% of Total Recip.	Amount Granted	% of Total Aid
School Type												
Boarding	462	23.8	$ 4,013,878	32.4	85	4.4	$ 715,150	5.8	1,393	71.8	$ 7,674,268	61.9
Boarding-day	1,974	26.1	21,322,711	35.9	365	4.8	3,535,136	5.9	5,225	69.1	34,613,674	58.2
Day	10,917	32.0	58,033,819	42.0	519	1.5	2,738,192	2.0	22,675	66.5	77,476,482	56.0
Day-boarding	2,971	44.6	11,969,206	40.3	137	2.1	978,860	3.3	3,554	53.3	16,754,149	56.4
Girls'	2,057	36.5	12,921,166	45.8	102	1.8	749,145	2.7	3,482	61.7	14,557,039	51.6
Boys'	1,149	26.2	7,717,839	33.8	75	1.7	628,444	2.8	3,162	72.1	14,472,088	63.4
Coed	13,118	32.6	74,700,609	39.6	929	2.3	6,589,749	3.5	26,203	65.1	107,489,446	56.9
Elementary	1,744	29.3	8,715,030	39.7	110	1.8	485,153	2.2	4,096	68.8	12,765,658	58.1
Elem/secondary	9,347	33.0	51,896,349	42.5	470	1.7	2,688,983	2.2	18,515	65.4	67,586,439	55.3
Secondary	5,233	32.7	34,728,235	36.3	526	3.3	4,793,202	5.0	10,236	64.0	56,166,476	58.7
School Size												
Under 201 students	1,120	20.8	7,590,625	28.1	186	3.5	1,374,975	5.1	4,070	75.7	18,034,197	66.8
201-300	1,882	26.8	11,450,420	35.3	171	2.4	1,329,167	4.1	4,960	70.7	19,641,986	60.6
301-500	3,894	29.1	25,358,043	38.3	324	2.4	1,887,130	2.9	9,170	68.5	38,918,395	58.8
501-700	2,864	33.1	17,567,176	42.4	143	1.7	1,096,589	2.6	5,634	65.2	22,785,360	55.0
Over 700	6,564	41.4	33,373,350	45.8	282	1.8	2,279,477	3.1	9,013	56.8	37,138,635	51.0
Region												
East	3,046	39.7	22,092,763	49.8	151	2.0	975,622	2.2	4,477	58.3	21,326,369	48.0
Middle Atlantic	2,780	29.2	15,444,649	38.3	168	1.8	1,077,491	2.7	6,566	69.0	23,798,181	59.0
Midwest	1,808	28.1	9,847,168	33.8	101	1.6	698,220	2.4	4,523	70.3	18,576,443	63.8
New England	2,665	25.5	26,026,210	36.4	365	3.5	3,529,891	4.9	7,408	71.0	41,976,154	58.7
Southeast	1,091	21.2	4,113,186	27.8	90	1.7	483,425	3.3	3,968	77.1	10,180,958	68.9
Southwest	1,079	27.5	4,859,215	34.0	72	1.8	370,807	2.6	2,771	70.7	9,043,267	63.4
West	3,750	53.9	12,824,398	51.0	159	2.3	831,882	3.3	3,048	43.8	11,500,481	45.7
Territories	105	55.0	132,025	53.1	0	0.0	0	0.0	86	45.0	116,720	46.9
ALL SCHOOLS	**16,324**	**32.5**	**$95,339,614**	**39.8**	**1,106**	**2.2**	**$7,967,338**	**3.3**	**32,847**	**65.3**	**$136,518,573**	**56.9**

TUITION REMISSION

Table 22 summarizes data from the 587 schools that allocated tuition remission (TR) to faculty/staff children. Tuition remission includes money given automatically to children of all school employees, regardless of need. Almost 80 percent of reporting schools offered tuition remission to faculty/staff children. Over $55 million was allocated as tuition remission to 10,788 faculty/staff children. The average amounts were highest in boarding-day schools ($9,219) and in secondary schools ($7,828). Table 22 also shows that the larger the school, the higher the percentage of tuition remission recipients. Over 6 percent or 842 faculty/staff children received *both* tuition remission and need-based financial aid awards.

Table 22. Tuition Remission (TR), 1990-91
(587 active member schools)

	Number of Schools	Avg. TR Amount	Total TR Allocated	Number of Recipients	Percentage of Total Enrollment
School Type					
Boarding	15	$7,166	$ 1,132,207	158	3.7%
Boarding-day	84	9,219	6,803,779	738	3.0
Day	433	4,631	40,948,085	8,843	4.3
Day-boarding	55	5,889	6,177,773	1,049	4.2
Girls'	65	4,756	3,267,071	687	2.7
Boys'	45	6,148	2,871,295	467	2.6
Coed	477	5,078	48,923,478	9,634	4.5
Elementary	142	4,533	6,845,212	1,510	3.7
Elem/secondary	291	4,747	37,601,877	7,922	4.8
Secondary	154	7,828	10,614,755	1,356	2.6
School Size					
Under 201 students	119	5,466	3,596,303	658	3.7
201-300	118	5,206	5,523,500	1,061	3.7
301-500	176	5,307	14,525,521	2,737	3.9
501-700	78	5,112	9,962,571	1,949	4.2
Over 700	96	4,895	21,453,949	4,383	4.7
Region					
East	82	6,453	7,389,105	1,145	3.4
Middle Atlantic	115	5,234	10,860,262	2,075	4.4
Midwest	61	4,848	6,235,125	1,286	4.6
New England	124	7,889	12,346,264	1,565	3.7
Southeast	86	3,352	8,694,089	2,594	5.0
Southwest	45	3,990	3,264,102	818	4.0
West	71	4,982	5,938,294	1,192	3.7
Territories	3	2,961	334,603	113	6.4
ALL SCHOOLS	**587**	**$5,104**	**$55,061,844**	**10,788**	**4.2%**

Table 23 identifies that portion of tuition remission which is "full" tuition remission. This covers the full cost of tuition and fees (including room and board for boarding students). Of 587 schools allocating tuition remission, 323 or 55 percent offer full tuition remission. Over 41 percent of faculty/staff children receiving TR receive full amounts. This accounts for 54 percent of all tuition remission allocated. In 1990-91, almost $30 million was allocated to faculty/staff children as full tuition remission covering the total cost of tuition and board. As shown in Table 19 on page 27, 10 percent of need-based financial aid granted was full aid, accounting for 15.6 percent of total need-based aid granted.

Table 23. Full Tuition Remission (TR), 1990-91
(587 active member schools)

	Number of Schools	Full TR Recipients	Full TR as % of Total TR Recipients	Full TR Allocated	Full TR as % of Total TR Allocated
School Type					
Boarding	11	48	30.4%	$ 534,605	47.2%
Boarding-day	71	589	79.8	5,416,759	79.6
Day	209	3,260	36.9	19,795,284	48.3
Day-boarding	32	533	50.8	3,990,397	64.6
Girls'	26	190	27.7	1,347,905	41.3
Boys'	37	339	72.6	2,326,037	81.0
Coed	260	3,901	40.5	26,063,103	53.3
Elementary	65	565	37.4	3,442,736	50.3
Elem/secondary	150	3,031	38.3	18,769,139	49.9
Secondary	108	834	61.5	7,525,170	70.9
School Size					
Under 201 students	68	279	42.4	1,913,594	53.2
201-300	56	410	38.6	2,969,969	53.8
301-500	110	1,233	45.0	8,476,334	58.4
501-700	45	858	44.0	5,635,547	56.6
Over 700	44	1,650	37.6	10,741,601	50.1
Region					
East	43	433	37.8	3,570,589	48.3
Middle Atlantic	69	1,052	50.7	6,554,398	60.4
Midwest	26	345	26.8	2,099,083	33.7
New England	84	887	56.7	8,027,541	65.0
Southeast	44	792	30.5	3,933,134	45.2
Southwest	19	180	22.0	1,169,234	35.8
West	35	671	56.3	4,147,928	69.9
Territories	3	70	61.9	235,138	70.3
ALL SCHOOLS	**323**	**4,430**	**41.1%**	**$29,737,045**	**54.0%**

Table 24 displays need-based aid and tuition remission as percentages of total expenses and of tuition revenue. The tuition revenue column is included for the first time because schools use this measurement when evaluating financial aid/tuition remission programs. Boarding and boarding-day schools show the highest percentages among all school types and sizes. Of particular note is the relation between need-based aid commitments and school size: the larger the school, the smaller the amount of need-based aid as a percentage of both total expenses and tuition revenue.

Table 24. Need-Based Aid and Tuition Remission as Percentages of Total Expenses and Tuition Revenue, 1990-91*

	Need-Based Aid (772 active member schools)		Tuition Remission (587 active member schools)	
	As % Total Expenses	As % Tuition Revenue	As % Total Expenses	As % Tuition Revenue
School Type				
Boarding	9.2%	15.2%	1.2%	2.2%
Boarding-day	10.0	15.4	1.3	2.1
Day	7.0	8.8	2.7	3.4
Day-boarding	7.3	11.7	2.1	3.0
Girls'	7.8	10.7	1.3	1.9
Boys'	7.5	10.6	1.5	2.0
Coed	7.7	10.4	2.5	3.3
Elementary	5.7	7.1	2.5	3.1
Elem/secondary	7.3	9.4	2.8	3.6
Secondary	9.1	13.9	1.3	2.0
School Size				
Under 201 students	8.7	12.2	1.7	2.5
201-300	8.4	11.2	1.9	2.5
301-500	7.8	10.4	2.2	2.9
501-700	7.5	10.0	2.3	3.1
Over 700	7.0	9.8	2.7	3.6
Region				
East	8.5	11.1	1.9	2.5
Middle Atlantic	7.6	9.9	2.7	3.5
Midwest	8.6	12.2	2.3	3.3
New England	9.6	13.5	2.0	2.8
Southeast	4.2	5.4	2.9	3.6
Southwest	6.7	8.8	2.2	2.9
West	6.2	8.9	2.3	2.9
Territories	3.3	3.6	4.5	4.9
ALL SCHOOLS	**7.7%**	**10.4%**	**2.3%**	**3.1%**

*Percentages are based on 1990-91 need-based financial aid and tuition remission amounts and 1989-90 total expense and tuition revenue data.

NO-NEED AWARDS

While NAIS is committed to need-based financial aid, the association recognizes that some member schools offer no-need awards to qualified students. This year NAIS collected data on no-need awards for the first time. The results of this survey are summarized in Table 25. Over one quarter of reporting schools made no-need awards in 1990-91. The total amount of no-need awards exceeded $10.5 million. More than 3,700 students received no-need awards. The highest proportion of recipients were in boarding schools, boys' schools, and secondary schools.

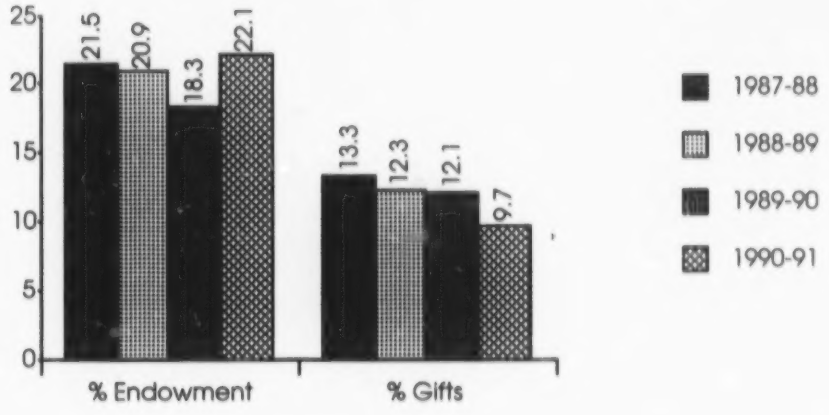
Table 25. No-Need Awards, 1990-91
(229 active member schools)

	Number of Schools	Average Award	Total Awarded	Number of Recipients	Percentage of Total Enrollment
School Type					
Boarding	8	$1,631	$ 417,440	256	10.6%
Boarding-day	35	2,950	1,468,852	498	4.9
Day	164	2,942	8,037,884	2,732	3.4
Day-boarding	22	2,143	587,099	274	3.1
Girls'	38	1,392	650,258	467	3.3
Boys'	20	4,710	4,507,404	957	12.0
Coed	171	2,292	5,353,613	2,336	2.9
Elementary	28	2,113	329,598	156	2.4
Elem/secondary	134	1,897	4,072,573	2,147	2.9
Secondary	67	4,193	6,109,104	1,457	6.9
School Size					
Under 201 students	51	2,490	869,163	349	4.9
201-300	43	3,233	1,370,872	424	4.1
301-500	62	1,845	2,005,490	1,087	4.3
501-700	36	4,274	4,979,658	1,165	5.4
Over 700	37	1,750	1,286,092	735	1.9
Region					
East	37	4,982	5,340,847	1,072	7.6
Middle Atlantic	39	1,843	1,142,871	620	3.7
Midwest	39	1,869	1,293,555	692	4.6
New England	35	2,510	793,142	316	2.4
Southeast	34	1,615	976,894	605	3.2
Southwest	19	2,180	359,652	165	1.7
West	25	2,112	597,814	283	2.1
Territories	1	929	6,500	7	1.7
ALL SCHOOLS	**229**	**$2,796**	**$10,511,275**	**3,760**	**3.7%**

SOURCES OF FINANCIAL AID FUNDING

Figure 10 shows the percentages of financial aid derived from endowment funds and gifts. Gifts as a source of aid have continued to decrease since 1987-88, falling to under 10 percent. Endowment funds provided 22 percent of funds for financial aid, representing the highest level in the 4-year study. Next year's study will focus on designated and other special sources of need-based financial aid funding.

Figure 10. Endowment and Gifts as Sources of Financial Aid Funding: 1987-88 to 1990-91



FINANCIAL OPERATIONS

Tables 26 through 29 present selected 1989-90 income and expense figures on a per student basis for various categories of schools. Combined total 1989-90 revenues and expenses for the 831 schools whose data are reported in these tables were $3.28 billion and $3.24 billion respectively. The average cost per student increased by 8.1 percent, from $8,716 in 1988-89 to $9,426 in 1989-90.

The following explanatory notes define in detail the line items and categories of expense and income listed in Tables 26-29. Data are omitted in two of the girls' schools categories because of the small number of schools reporting. Columns of percentages in the tables may not sum due to rounding.

Expense Per Student

Teacher salaries. Total cash salaries of teachers, coaches, and teacher aides.

Instructional support salaries. Total cash salaries of instructional support personnel — librarians, counselors, remedial specialists, chaplains, audiovisual staff, nurses, trainers.

Administrator salaries. Total cash salaries paid to all administrators.

Other salaries. Total cash salaries paid to personnel in the following categories: auxiliary (personnel providing food, health, laundry, transportation, or other auxiliary services and dormitory supervisors), plant/maintenance (plant and grounds maintenance personnel), and secretarial and clerical.

Benefits and payroll taxes. The portion of all employee benefits and payroll taxes paid by the school.

Student activities. Expenses for student-related activities that are not considered part of the instructional program, such as school newspaper, yearbook, school magazine, theater or student productions, and trips and excursions.

Financial aid/tuition remission. Total student aid expense. Includes aid expense from both restricted and unrestricted funds and tuition remission for children of faculty or staff.

Other expenses. Expenses in the following categories: instructional; athletic; auxiliary; other services (summer school programs, including salaries, benefits and payroll taxes for summer school, camps, conferences and workshops, etc.); plant; provision for plant replacement, renewal, and special maintenance; administrative expenses other than salaries; and expenses not attributable to any specific administrative department (liability insurance, interest, miscellaneous taxes, professional fees, rent, governing board, etc.)

Income Per Student

Tuition and fees. Total tuition and fees revenue including room and board revenue from boarding students. Also includes revenue foregone through tuition remission. Fees revenue includes application fees, registration fees, instructional fees, and fines and assessments. Summer school tuitions are reported as "Other programs" income.

Auxiliary services. Gross income from services provided to students, including lunch charges, health services, student store, snack bar, student busing, and laundry.

Other programs. Gross income from summer school, summer camps, conferences and workshops, and public services.

Investment income. Dividends and interest earned on short- and long-term investments and applied to school operations.

Gifts and grants. Income from unrestricted and restricted gifts used for operations and programs.

Public aid. Income from local, state, and federal government.

Affiliated enterprise net income. Net income from school-operated enterprises that are non-instructional and operate with separate facilities, such as inns, thrift shops, and working farms.

Other. Revenue from all sources not classified above, such as incidental rental income and proceeds from the sale of equipment.

School type. See the definition of terms at the beginning of this publication.

Number. Number of schools reporting in each category by student and school type.

Enrollment. Average enrollment for each group of reporting schools.

The data shown in Tables 27 through 29 are organized into 16 different school categories. For 10 of the 16 categories, the average net revenue per student is positive, with the highest figure being $1,267 per student for 13 coeducational boarding schools. For the remaining 6 categories, average net revenue per student is negative. Three of these 6 categories are girls' schools. The largest negative average net revenue per student (-$917), is recorded for 16 girls' boarding/day schools.

Table 26. School Financial Operations, 1989-90
(831 active member schools)

	Day Schools											
	Elementary		Elementary/ Secondary		Secondary		Day-Boarding		Boarding-Day		Boarding	
Expense Per Student [4]												
Teaching Salaries	$2,551	38.2%	$2,780	35.1%	$2,821	33.4%	$ 2,804	24.3%	$ 3,353	16.6%	$ 3,174	16.0%
Instructional Support Salaries	159	2.4	205	2.6	203	2.4	285	2.5	477	2.4	480	2.4
Administrator Salaries	611	9.2	655	8.3	770	9.1	916	7.9	1,443	7.1	1,595	8.0
Other Salaries	468	7.0	635	8.0	681	8.1	1,247	10.8	2,857	14.1	2,905	14.6
Benefits/Payroll Taxes	713	10.7	836	10.6	858	10.1	1,073	9.3	1,994	9.9	1,678	8.4
Student Activities	78	1.2	85	1.1	124	1.5	143	1.2	189	0.9	230	1.2
Fin. Aid/Tuit. Remission	411	6.2	651	8.2	603	7.1	957	8.3	1,982	9.8	1,740	8.8
Other Expenses	1,680	25.2	2,074	26.2	2,394	28.3	4,128	35.7	7,943	39.2	8,074	40.6
Total Expenses	**$6,671**	**100.0%**	**$7,921**	**100.0%**	**$8,455**	**100.0%**	**$11,553**	**100.0%**	**$20,239**	**100.0%**	**$19,876**	**100.0%**
Income Per Student												
Tuition and Fees	$5,431	78.6%	$6,283	78.6%	$6,566	74.6%	$ 8,126	71.2%	$13,224	64.3%	$12,124	59.5%
Auxiliary Services	222	3.2	381	4.8	424	4.8	616	5.4	819	4.0	1,348	6.6
Other Programs	232	3.4	185	2.3	198	2.3	496	4.3	860	4.2	1,147	5.6
Investments	347	5.0	434	5.4	506	5.8	973	8.5	2,876	14.0	3,188	15.6
Gifts/Grants	537	7.8	574	7.2	978	11.1	965	8.5	2,316	11.3	2,005	9.8
Public Aid	16	0.2	21	0.3	14	0.2	4	0.0	14	0.1	54	0.3
Affiliated Enterprises	31	0.4	20	0.3	8	0.1	35	0.3	22	0.1	219	1.1
Other Income	91	1.3	98	1.2	104	1.2	205	1.8	422	2.1	287	1.4
Total Income	**$6,909**	**100.0%**	**$7,997**	**100.0%**	**$8,797**	**100.0%**	**$11,420**	**100.0%**	**$20,556**	**100.0%**	**$20,371**	**100.0%**
Number of Schools	203		333		70		78		112		35	
Average Enrollment	280		578		349		421		267		208	

Table 27. Girls' School Financial Operations, 1989-90

(100 active member schools)

	Day Schools											
	Elementary		Elementary/ Secondary		Secondary		Day-Boarding		Boarding-Day		Boarding	
Expense Per Student												
Teaching Salaries	—	—	$3,036	35.1%	$2,257	33.1%	$ 2,980	24.4%	$ 3,848	17.2%	—	—
Instructional Support Salaries	—	—	253	2.9	226	3.3	380	3.1	587	2.6	—	—
Administrator Salaries	—	—	777	9.0	674	9.9	1,131	9.2	1,987	8.9	—	—
Other Salaries	—	—	733	8.5	647	9.5	1,376	11.2	2,934	13.1	—	—
Benefits/Payroll Taxes	—	—	859	9.9	586	8.6	1,106	9.0	1,906	8.5	—	—
Student Activities	—	—	91	1.1	123	1.8	145	1.2	181	0.8	—	—
Fin. Aid/Tuit. Remission	—	—	627	7.3	439	6.4	976	8.0	1,870	8.4	—	—
Other Expenses	—	—	2,273	26.3	1,860	27.3	4,138	33.8	9,028	40.4	—	—
Total Expenses	—	—	**$8,648**	**100.0%**	**$6,812**	**100.0%**	**$12,233**	**100.0%**	**$22,340**	**100.0%**	—	—
Income Per Student												
Tuition and Fees	—	—	$6,784	76.8%	$5,008	75.9%	$ 8,000	68.8%	$13,110	61.2%	—	—
Auxiliary Services	—	—	425	4.8	298	4.5	894	7.7	1,249	5.8	—	—
Other Programs	—	—	193	2.2	106	1.6	283	2.4	758	3.5	—	—
Investments	—	—	484	5.5	440	6.7	1,182	10.2	3,027	14.1	—	—
Gifts/Grants	—	—	784	8.9	634	9.6	1,133	9.7	3,068	14.3	—	—
Public Aid	—	—	29	0.3	9	0.1	9	0.1	3	0.0	—	—
Affiliated Enterprises	—	—	7	0.1	33	0.5	32	0.3	0	0.0	—	—
Other Income	—	—	123	1.4	71	1.1	92	0.8	208	1.0	—	—
Total Income	—	—	**$8,829**	**100.0%**	**$6,600**	**100.0%**	**$11,625**	**100.0%**	**$21,423**	**100.0%**	—	—
Number of Schools	3		49		12		16		16		4	
Average Enrollment	327		478		324		373		149		135	

Table 28. Boys' School Financial Operations, 1989-90
(76 active member schools)

	Day Schools											
	Elementary		Elementary/ Secondary		Secondary		Day-Boarding		Boarding-Day		Boarding	
Expense Per Student												
Teaching Salaries	$3,747	37.7%	$3,122	33.7%	$2,636	34.4%	$ 3,292	23.9%	$ 3,019	16.3%	$ 2,832	16.2%
Instructional Support Salaries	207	2.1	208	2.2	179	2.3	336	2.4	334	1.8	377	2.2
Administrator Salaries	748	7.5	677	7.3	741	9.7	1,212	8.8	1,416	7.6	1,205	6.9
Other Salaries	808	8.1	873	9.4	663	8.6	1,603	11.6	2,732	14.7	2,488	14.2
Benefits/Payroll Taxes	1,285	12.9	1,059	11.4	748	9.7	1,241	9.0	1,762	9.5	1,358	7.8
Student Activities	123	1.2	56	0.6	162	2.1	172	1.2	146	0.8	259	1.5
Fin. Aid/Tuit. Remission	616	6.2	796	8.6	402	5.2	745	5.4	1,449	7.8	1,016	5.8
Other Expenses	2,410	24.2	2,482	26.8	2,141	27.9	5,172	37.5	7,670	41.4	7,929	45.4
Total Expenses	**$9,945**	**100.0%**	**$9,272**	**100.0%**	**$7,672**	**100.0%**	**$13,774**	**100.0%**	**$18,527**	**100.0%**	**$17,464**	**100.0%**
Income Per Student												
Tuition and Fees	$ 7,780	76.0%	$6,994	74.7%	$5,644	67.4%	$ 9,160	66.4%	$12,902	71.5%	$11,313	65.2%
Auxiliary Services	467	4.6	427	4.6	370	4.4	875	6.3	905	5.0	1,398	8.1
Other Programs	190	1.9	213	2.3	166	2.0	879	6.4	774	4.3	630	3.6
Investments	608	5.9	811	8.7	898	10.7	1,023	7.4	1,796	10.0	1,429	8.2
Gifts/Grants	943	9.2	753	8.0	1,134	13.5	1,179	8.5	1,403	7.8	1,737	10.0
Public Aid	35	0.3	48	0.5	1	0.0	5	0.0	0	0.0	91	0.5
Affiliated Enterprises	132	1.3	8	0.1	0	0.0	74	0.5	38	0.2	426	2.5
Other Income	77	0.8	128	1.4	163	1.9	595	4.3	229	1.3	323	1.9
Total Income	**$10,231**	**100.0%**	**$9,365**	**100.0%**	**$8,374**	**100.0%**	**$13,790**	**100.0%**	**$18,047**	**100.0%**	**$17,349**	**100.0%**
Number of Schools	10		19		10		8		11		18	
Average Enrollment	277		562		461		357		260		222	

Table 29. Coeducational School Financial Operations, 1989-90
(655 active member schools)

	Day Schools											
	Elementary		Elementary/ Secondary		Secondary		Day-Boarding		Boarding-Day		Boarding	
Expense Per Student												
Teaching Salaries	$2,483	38.2%	$2,720	35.2%	$3,012	33.2%	$ 2,702	24.3%	$ 3,344	16.5%	$ 3,677	15.1%
Instructional Support Salaries	156	2.4	198	2.6	205	2.3	256	2.3	482	2.4	609	2.5
Administrator Salaries	601	9.3	635	8.2	802	8.8	827	7.4	1,394	6.9	2,180	8.9
Other Salaries	448	6.9	604	7.8	695	7.7	1,173	10.5	2,864	14.2	3,668	15.0
Benefits/Payroll Taxes	683	10.5	818	10.6	956	10.5	1,044	9.4	2,030	10.0	2,258	9.2
Student Activities	77	1.2	86	1.1	113	1.2	139	1.3	195	1.0	193	0.8
Fin. Aid/Tuit. Remission	401	6.2	645	8.4	701	7.7	977	8.8	2,055	10.2	2,968	12.1
Other Expenses	1,645	25.3	2,018	26.1	2,598	28.6	4,002	36.0	7,870	38.9	8,876	36.3
Total Expenses	**$6,493**	**100.0%**	**$7,723**	**100.0%**	**$9,082**	**100.0%**	**$11,119**	**100.0%**	**$20,235**	**100.0%**	**$24,429**	**100.0%**
Income Per Student												
Tuition and Fees	$5,297	78.8%	$6,161	79.2%	$7,215	76.3%	$ 8,034	72.5%	$13,273	63.9%	$13,403	52.2%
Auxiliary Services	210	3.1	371	4.8	471	5.0	516	4.7	768	3.7	1,449	5.6
Other Programs	237	3.5	182	2.3	230	2.4	503	4.5	880	4.2	2,019	7.9
Investments	333	5.0	402	5.2	408	4.3	916	8.3	2,987	14.4	6,276	24.4
Gifts/Grants	514	7.6	531	6.8	1,016	10.7	898	8.1	2,350	11.3	2,387	9.3
Public Aid	16	0.2	18	0.2	19	0.2	3	0.0	17	0.1	6	0.0
Affiliated Enterprises	25	0.4	24	0.3	4	0.0	31	0.3	22	0.1	38	0.1
Other Income	91	1.4	93	1.2	94	1.0	186	1.7	465	2.2	194	0.8
Total Income	**$6,723**	**100.0%**	**$7,782**	**100.0%**	**$9,456**	**100.0%**	**$11,088**	**100.0%**	**$20,763**	**100.0%**	**$25,696**	**100.0%**
Number of Schools	190		265		48		54		85		13	
Average Enrollment	279		597		332		445		291		212	

Trends

Differences in financial operation characteristics between different types of school for 1989-90 can be seen readily in the tables. Because these tables do not show comparative figures for other years, the following discussion focuses on recent trends. The discussion of changes in income and expenses refers always to per-student figures.

On the income side, a number of school categories continue to register increases in gift and grant revenues on a per-student basis. The combination of revenues from gifts and grants and from investments plays an important role in supplementing tuition and fee revenue. In categories of schools where declines in revenues from gifts and grants have coincided with declines in investment revenues, there have been substantial upward movements in the percentage of total revenues derived from tuition and fees. Such schools have become significantly more "tuition driven." The most extreme example is boys' boarding schools where tuition and fees contributed an average of 65.2 percent of total revenue in 1989-90 compared to a figure of 58.8 percent in 1979-80. Coeducational boarding-day schools moved in the opposite direction over the same period. They were, on average, 74.9 percent "tuition driven" in 1979-80, but only 63.9 percent "tuition driven" in 1989-90.

Per-student expenses for employee benefits and payroll taxes now frequently exceed 10 percent of total operating expenses. In contrast to substantial increases through most of the 1980s, the rates of increase in administrator salaries in most categories of school have slowed or even reversed. In most school groupings, the proportion of total expenses represented by teacher salaries has remained virtually steady throughout the 1980s.

Annual Giving and Endowment Trends

Tables 30 through 33 present data about gifts and grants revenues reported in schools' financial operations for 1989-90. Such revenues, reported as income and expended during the year for current operations, are usually referred to as "annual giving." Table 30 includes comparative data on annual giving for recent years and also shows aggregate endowment values.

A general inference from Table 30 is that 1989-90 was a better year for the annual giving campaign than 1987-88 but not quite as successful as 1988-89. This pattern is evident in the dollar totals, per school and per student averages, and in the average gifts from alumni/ae, from other individuals, and from trustees.

Table 30. Annual Giving and Endowment Trends, 1987-88 to 1989-90

		1987-88	1988-89	1989-90
Annual Giving Dollars				
Total Amount		$213,947,647	$ 265,083,502	$250,266,418
Average per school		298,810	319,763	303,353
Average per student		728	791	745
Number of schools		716	829	825
Percentage Sources From				
Alumni/ae		29.1%	28.7%	29.4%
Current parents		27.1	28.5	29.5
Other individuals		17.7	19.2	18.3
Organizations		14.8	15.2	14.5
All other		11.3	8.5	8.4
Trustees		13.1	13.5	14.5
Number of schools		716	829	825
Average Gifts and Participation (%)				
Alumni/ae	avg. gift	$ 144	$ 189	$ 178
	part. %	24.4%	22.5%	20.5%
Current parents	avg. gift	$ 411	$ 446	$ 449
	part. %	59.0%	56.3%	56.8%
Other individuals	avg. gift	$ 411	$ 598	$ 427
	part. %	—	—	—
Trustees	avg gift	$1,989	$2,164	$2,083
	part. %	87.2%	88.0%	86.8%
Number of schools		605	685	701
Endowment				
Total Amount		$3,357,143,909	$3,799,390,857	$4,047,225,081
Average per school		$5,003,195	$5,240,539	$5,605,575
Average per student		$11,747	$12,462	$13,220
Number of schools		671	725	722

The analysis of annual giving by school category in Table 31 reveals several patterns. On a per-student basis, annual giving at boarding and boarding-day schools is more than double the level at day and day-boarding schools. On a per-student basis, annual giving in single-sex schools exceeds that in coeducational schools. Even though on a per-school basis annual giving increases with school size, the average per-student amount decreases the larger the school.

Table 31 Annual Giving for Current Operations, 1989-90
(825 active member schools)

	Total	Avg. Per School	Avg. Per Student
School Type			
Boarding	$ 15,488,642	$397,145	$2,106
Boarding-day	60,653,724	532,050	1,994
Day	145,513,340	243,333	547
Day-boarding	28,610,712	386,631	895
Girls'	31,873,463	325,239	881
Boys'	30,761,193	394,374	1,142
Coed	187,631,762	289,109	688
Elementary	30,474,928	141,744	527
Elem/secondary	124,230,424	326,922	590
Secondary	95,561,066	415,483	1,421
School Size			
Under 201 students	38,408,255	182,030	1,279
201-300	31,737,271	200,869	818
301-500	71,207,166	304,304	774
501-700	41,091,231	402,855	688
Over 700	67,822,495	565,187	589
Region			
East	40,883,472	327,068	835
Middle Atlantic	43,890,887	270,931	696
Midwest	27,622,826	300,248	732
New England	66,723,321	390,195	1,231
Southeast	25,508,043	247,651	449
Southwest	16,160,873	244,862	537
West	29,153,855	283,047	677
Territories	323,141	107,714	188
ALL SCHOOLS	**$250,266,418**	**$303,353**	**$ 745**

Sources Of Annual Giving

Table 32 shows the sources of annual giving for current operations in six categories. Contributions from alumni/ae, current parents, other individuals, and organizations represent the results of formal solicitations made by schools for annual giving. Contributions from "other sources" include revenue from special fund-raising events in which donor identities are pooled. These five sources sum to 100 percent. Trustee contributions are included in the first three columns, according to the role of the trustee in the school. Trustee contributions are also displayed separately as an additional column. Definitions of each category follow.

Alumni/ae: All former students. Alumni/ae status takes precedence over "parent" and "other" status. Includes trustees who are alumni/ae.

Current Parents: Persons other than alumni/ae who are parents of currently enrolled students. Includes trustees who are parents.

Other Individuals: All other persons not classified as alumni/ae or parents, e.g. grandparents, former parents, friends, and trustees not included as alumni/ae or parents.

Foundations, Corporations, Religious Organizations: Private, tax-exempt charitable entities; corporations and businesses; churches, synagogues, and temples and their denominational entities; any other organizations. Matching gifts are included here.

Non-attributable Sources: All sources of gifts and grants revenue received in 1989-90 which cannot be allocated into the categories above. For example, certain revenues from special fund-raising events.

Table 32. Sources of Annual Giving, 1989-90
(825 active member schools)

	Alumni/ae	Current Parents	Other Indiv.	Organ.	Other Sources	Trustees
School Type						
Boarding	36.2%	13.1%	33.5%	14.2%	3.1%	10.7%
Boarding-day	48.9	13.5	17.1	16.6	3.9	16.5
Day	18.8	39.1	16.9	13.8	11.4	14.0
Day-boarding	37.8	23.2	20.0	13.7	5.3	14.8
Girls'	34.7	27.5	17.2	11.4	9.2	13.2
Boys'	38.0	23.0	24.8	10.6	3.6	11.8
Coed	27.0	30.9	17.4	15.6	9.0	15.2
Elementary	8.5	49.3	19.0	9.3	13.9	15.2
Elem/secondary	22.3	34.8	17.0	16.0	9.9	13.5
Secondary	45.2	16.2	19.7	14.2	4.6	15.6
School Size						
Under 201 students	21.3	17.1	32.0	23.9	5.6	15.9
201-300	25.8	27.4	23.1	14.4	9.3	16.4
301-500	26.9	31.2	16.2	14.0	11.8	14.7
501-700	34.7	32.1	13.1	10.7	9.3	13.1
Over 700	34.9	34.1	13.7	11.9	5.4	13.4
Region						
East	27.6	35.9	15.4	12.4	8.6	15.3
Middle Atlantic	31.5	25.5	21.6	12.3	9.1	12.2
Midwest	30.4	30.9	15.3	15.3	8.1	12.9
New England	42.2	21.5	17.5	14.8	4.0	16.3
Southeast	19.6	33.3	21.0	16.2	10.0	15.3
Southwest	14.4	37.1	21.9	16.8	9.7	17.4
West	15.3	36.1	17.7	15.5	15.4	12.2
Territories	1.5	5.7	5.4	80.9	6.5	5.1
ALL SCHOOLS	**29.4%**	**29.5%**	**18.3%**	**14.5%**	**8.4%**	**14.5%**

Average Gifts and Participation

Table 33 shows the percentages of each of three defined constituencies who made gifts or grants for current operations in 1989-90. (A defined constituency is one in which the total number of members is known and normally solicited.) Table 33 further shows the average gift from four categories of individual contributors. Trustee contributions, which may also be included under alumni/ae or parents, are also broken out in a separate column. Annual giving trends are detailed in Table 30 on page 42.

Table 33. Annual Giving: Average Gift and Participation, 1989-90
(701 active member schools)

	Alumni/ae		Current Parents		Trustees		Other Indiv.
	Avg. Gift	%	Avg. Gift	%	Avg. Gift	%	Avg. Gift
School Type							
Boarding	$494	21.8%	$639	38.5%	$2,812	76.8%	$529
Boarding-day	234	28.0	460	48.3	2,990	84.2	401
Day	137	18.0	442	60.4	1,804	87.6	429
Day-boarding	244	25.8	401	51.1	2,514	89.0	405
Girls'	132	29.0	390	57.9	1,980	87.4	361
Boys'	264	27.5	488	56.1	2,377	85.8	530
Coed	176	18.1	454	56.8	2,065	86.9	425
Elementary	136	10.8	433	64.4	1,316	88.3	403
Elem/secondary	157	22.0	466	56.6	2,126	88.1	445
Secondary	243	25.2	438	50.6	2,696	83.6	419
School Size							
Under 201 students	227	16.1	442	50.4	1,844	84.6	539
201-300	144	18.9	425	57.5	1,925	88.1	439
301-500	168	20.9	466	59.1	2,170	86.0	377
501-700	157	24.6	438	63.2	2,025	88.0	338
Over 700	182	25.0	467	56.9	2,524	89.5	402
Region							
East	179	20.1	513	57.8	2,456	87.3	420
Middle Atlantic	122	22.8	318	59.2	1,608	88.7	339
Midwest	295	21.1	516	54.9	2,049	85.8	466
New England	181	24.9	460	56.9	2,241	89.2	348
Southeast	153	15.9	430	51.0	2,176	83.2	477
Southwest	224	16.9	468	55.1	2,758	86.4	572
West	159	14.7	526	62.2	1,655	85.2	552
Territories	89	4.0	224	7.0	338	38.5	192
ALL SCHOOLS	**$178**	**20.5%**	**$449**	**56.8%**	**$2,083**	**86.8%**	**$427**

Endowment

Information on market value of total endowment funds as of the end of the 1989-90 fiscal year is highlighted in Table 34. This is part of a continuing effort to supplement data collection undertaken on behalf of NAIS by the Council for Aid to Education, Inc. (CFAE). The average market value of school endowments at the end of the 1989-90 fiscal year was 7.0% higher than 1988-89, and 12.0% higher than 1987-88.

Table 34. Endowment, 1989-90
(722 active member schools)

	Total	Avg. per School	Avg. per Student
School Type			
Boarding	$ 416,365,521	$13,431,146	$67,724
Boarding-day	1,556,062,783	14,962,142	54,503
Day	1,618,413,168	3,118,330	6,725
Day-boarding	456,383,609	6,711,524	14,819
Girls'	371,336,880	4,172,324	11,208
Boys'	500,477,857	6,951,081	18,604
Coed	3,175,410,344	5,660,268	12,903
Elementary	250,088,556	1,389,381	4,981
Elem/secondary	1,620,065,523	4,879,715	8,470
Secondary	2,177,071,002	10,367,005	33,674
School Size			
Under 201 students	381,560,085	2,244,471	15,647
201-300	336,719,646	2,570,379	10,426
301-500	1,014,470,034	4,853,924	12,309
501-700	730,984,611	7,535,924	12,895
Over 700	1,583,490,705	13,769,484	14,350
Region			
East	464,513,721	4,184,808	10,355
Middle Atlantic	657,028,290	4,693,059	11,514
Midwest	475,379,561	5,942,245	14,146
New England	1,545,356,141	10,034,780	30,883
Southeast	326,292,873	3,884,439	6,653
Southwest	328,256,551	5,659,596	11,554
West	249,263,147	2,680,249	5,939
Territories	1,134,797	567,399	993
ALL SCHOOLS	**$4,047,225,081**	**$5,605,575**	**$13,220**

CANADIAN SCHOOLS

There were 34 Canadian member schools in 1990-91. Included are 14 day schools, 20 day-boarding and boarding-day schools; 10 secondary schools and 24 elementary/secondary schools; 13 coed schools and 21 single-sex schools.

Table 35 compares enrollments for a core sample of 29 Canadian schools during the trend years. For a comparison to the core sample of active member schools in the United States, see Table 5 on page 8.

Table 35. Enrollment by Grade, 1981-82, 1986-87, and 1988-89 to 1990-91
(*core sample* of 29 Canadian member schools)

Grade	1981-82	1986-87	1988-89	1989-90	1990-91	81/82-90/91 % Change	89/90-90/91 % Change
PS	230	234	290	313	287	24.8%	-8.3%
K	355	356	341	349	374	5.4	7.2
1	404	469	469	501	475	17.6	-5.2
2	413	486	497	496	518	25.4	4.4
3	478	512	540	545	525	9.8	-3.7
4	554	630	640	657	644	16.2	-2.0
5	672	725	770	777	791	17.7	1.8
6	796	824	850	867	856	7.5	-1.3
7	1,352	1,354	1,378	1,402	1,395	3.2	-0.5
8	1,354	1,418	1,401	1,432	1,354	0.0	-5.4
9	1,587	1,723	1,748	1,774	1,813	14.2	2.2
10	1,573	1,823	1,818	1,840	1,865	18.6	1.4
11	1,546	1,792	1,837	1,842	1,816	17.5	-1.4
12	1,360	1,540	1,557	1,454	1,514	11.3	4.1
PG	883	1,035	991	1,084	1,000	13.3	-7.7
TOTAL	**13,557**	**14,921**	**15,127**	**15,333**	**15,227**	**12.3%**	**-0.7%**

Table 36 traces the total enrollment in Canadian member schools (34 each year) for the trend years. Total enrollment decreased by 0.3 percent since 1989-90. Day schools, boys' schools, and elementary/secondary schools showed enrollment increases. Since the base year of 1981-82, boarding schools, secondary schools, and elementary schools show a decline in total enrollment.

Table 36. Enrollment in Canadian Member Schools, 1981-82, 1986-87, and 1988-89 to 1990-91

School Type	1981-82	1986-87	1988-89	1989-90	1990-91
Boarding	309	0	169	0	0
Boarding-day	2,901	3,108	3,025	3,112	3,023
Day	6,355	6,715	6,715	7,472	7,559
Day-boarding	5,341	5,717	5,816	5,910	5,864
Girls'	5,188	5,162	5,316	5,384	5,369
Boys'	4,758	4,864	5,042	4,780	4,798
Coed	4,960	5,514	5,367	6,330	6,279
Elementary	142	134	0	0	0
Elem/secondary	11,793	12,882	13,223	13,981	13,992
Secondary	2,971	2,524	2,502	2,513	2,454
ALL SCHOOLS	**14,906**	**15,540**	**15,725**	**16,494**	**16,446**

NOTES

[1] Only U.S. and U.S. Territory schools, and Canadian schools were asked to report financial aid and financial operations data.

[2] Four U.S. Territory schools have chosen to join NAIS as active members, while eight are in the affiliate member category.

[3] Data are from member schools who responded to both the "teachers of color" and "other staff of color" sections of the survey questionnaire.

[4] Expense per-student figures are calculated by adding expense totals for each category and dividing by the total number of students in that sample of schools ("number of schools"). The same method applies to income per-student figures.

Other NAIS publications of interest . . .

Business Management for Independent Schools, fourth edition
Business Management offers invaluable information on accounting and financial reporting, financial management, and administrative issues. The new fourth edition of this unique manual has been thoroughly revised and put into looseleaf notebook format for easy addition of replacement pages and new material. It features two new chapters — one on internal controls, prepared by Coopers & Lybrand, and one on endowment management, prepared by The Common Fund.
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